

**LEADERSHIP TRAINING AND DEVELOPMENT
OF PRINCIPALS
AT SELECTED PRIMARY SCHOOLS
IN THE WESTERN CAPE**

by

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Part One

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**LEADERSHIP TRAINING AND DEVELOPMENT
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IN THE WESTERN CAPE**

KEY WORDS

Leadership

Leadership Development

Principals

Primary Schools

Western Cape

Needs Assessment

Training

In-service training

Opportunities

Effectiveness

Efficiency

Recommendations



ABSTRACT

LEADERSHIP TRAINING AND DEVELOPMENT OF PRINCIPALS AT SELECTED PRIMARY SCHOOLS IN THE WESTERN CAPE

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MEd mini-thesis, Faculty of Education, University of the Western Cape.

This study sets out to investigate to what extent primary school principals in the Western Cape are currently being developed as leaders, in order for them to positively impact on their schools' performance. Other school leaders have a particular perception of the principal's role as leader as well as the skills and qualities they need and the challenges they face in the execution of their duties. Therefore the views of deputy principals and heads of department are considered in this investigation.

With the advent of the new South Africa, the government introduced numerous educational policy changes that had major implications for the way schools are managed and governed. Consequently the role and responsibilities of the school principal have changed significantly. As a consequence of apartheid education ideology and practices, the majority of South African school principals have been stunted in their development as educational leaders.

In order to achieve his goal, the researcher conducts a national and international literature review on leadership development of principals together with an assessment of how other school leaders conceptualise the role of principals at six primary schools in the Western Cape.

He further looks at challenges principals face together with how these school leaders conceptualise the notion of development of principals and who is responsible for this development.

Even though the importance of effective leadership and management is increasingly being recognised, most countries and education authorities have been slow to acknowledge the importance of training and developing current as well as aspirant principals and other SMT members.

In South Africa the debate on the importance, value and development of school leadership has intensified significantly since the arrival of democracy in 1994 and the transformation of the apartheid education system. Apartheid and the struggle years have left many township and rural schools in crisis. The school principal and SMT were seen as the major force to address the schools crisis and the on-going erosion of the culture of teaching and learning in schools.

Evidence from the data collected using research statements, interviews and questionnaires reveal that WCED as well as some teacher unions hardly provide adequate in-service role-specific development for principals. Educators become principals without having been prepared. As a result, they often have to rely on experience and common sense.

However, the demands on principals strongly suggest that leadership training and development support is urgently needed. A major challenge for education management is the development of appropriate leadership capacity in the school system.

A disconcerting reality also is that, there is only limited evidence of other school leaders being developed for the central function of schools i.e. promoting learning. This study suggests that principals do not fully understand or fulfill their role as leaders of the curriculum.

There is overwhelming evidence that many current principals in the Western Cape are not adequately qualified leaders of their schools. Therefore a number of recommendations are made after the most important research findings are summarized. The researcher sincerely hopes these recommendations will address the existing situation.

DECLARATION

The researcher, Robin Charles Botes, hereby declares that “*Leadership training and development of principals at selected primary schools in the Western Cape*” is his own work. It has not been submitted for any degree or examination at any other university, and all resources he has used or quoted have been indicated and acknowledged by means of complete references.

Signed: Date:

ROBIN CHARLES BOTES

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DEDICATION

This study is dedicated to the three people who have had an enormous influence on the researcher's life and career.

His late father, Johannes William Botes whose wisdom and guidance guided him through life. He will always treasure the memory of his father.

The researcher's mother Rose Barbara Botes has always been and is still a source of infinite strength and unwavering support. Words cannot aptly describe the gratitude he owes her.

Since his first years of tertiary study with the ultimate aim of completing this study, the researcher's wife Jacqueline Penelope Botes has prayed for him, encouraged and supported him. This she has continued to do in every endeavour he has pursued with much sacrifice of her own interests at times. He is eternally grateful to her for her selfless loyalty and commitment.

May these three special people enjoy the special reward God has reserved for them.

The logo of the University of the Western Cape, featuring a stylized classical building with columns and a pediment.

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WESTERN CAPE

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I wish to acknowledge the research respondents' contribution in this project. My sincere gratitude for your eager participation in my fieldwork. Your attitude towards the research topic is encouraging. Thank you for allowing me into your schools.

LIST OF ACRONYMS

ACE	Advanced Certificate in Education
CEMIS	Central Education Management Information System
CM	Circuit Manager
CTI	Cape Teaching Institute
DESE	Department of Elementary and Secondary Education
DET	Department of Education and Training
DfEE	Department for Education and Employment
DoE	National Department of Education
DP	Deputy Principal
EEA	Educators' Employment Act, 1994
EMASA	Education Management Association of South Africa
EMDC	Education Management and Development Centre
HoA	House of Assembly
HOD	Head of Department
HoR	House of Representatives
HRM	Human Resource Management
ICT	Information and Communication Technology
IT	Information Technology
IQMS	Integrated Quality Management System
LRA	Labour Relations Act, 1995
MFT	Multi-functional Team
NCSL	National Council of School Leadership
NEPA	National Education Policy Act, 1996
NPQH	National Professional Qualification for Headship
PAWC	Provincial Administration of the Western Cape
REQV	Relative Education Qualification Value
SASA	South African Schools Act
SGB	School Governing Body
TTA	Teacher Training Agency
UWC	University of the Western Cape
WCED	Western Cape Education Department

CHAPTER ONE

BACKGROUND AND RATIONALE

1.1 Introduction

With the advent of the new South Africa, the government introduced numerous educational policy changes that would have major implications for the way schools were to be managed and governed. Consequently the role and responsibilities of the school principal as leader and manager have changed significantly. There is general acceptance, according to Bush and Jackson (2002) that “leaders are made, not born”. It therefore seems to follow that principals and other school managers need leadership and management development to maximize their efficiency and effectiveness.

Generally, as a consequence of apartheid education ideology and practices, the majority of South African school principals have been stunted in their development as educational leaders. The researcher’s own experience as the principal of a primary school in the Western Cape has created awareness in him of the various skills school principals need in order to perform their leadership and managerial functions effectively and efficiently. It is clear that present-day school principals however, face enormous challenges because they have not been adequately trained or developed as leaders and managers.

1.2 Aims and objectives of the study

In attempting to make this study appropriate and relevant to the current South African educational climate, the researcher consciously moves past the "pre-1994/post-1994" paradigm and focus on what is currently transpiring in the Western Cape. The main objective of this research therefore, is to investigate the position of current school leaders in terms of their perceived roles as principals, the skills and qualities they need and the challenges they face in the execution of their duties.

Their exposure to leadership training and development or the lack thereof is also taken into account. This will be done against the backdrop of relevant literature and findings of similar studies that have been conducted as well as the proposals that may have been implemented over the past ten years.

The key research problem is to investigate to what extent selected primary school principals in the Western Cape are currently being developed as leaders, so that they can positively impact on the school's performance.

The main research question of the study therefore focuses on:

How do primary school leaders experience the principal's development as the leader in the school?

Derived from this aim are the following objectives:

- To conduct a literature review of national and international literature on leadership development of school principals.
- To conduct an assessment of how school leaders conceptualise the role of principals at six primary schools in the Western Cape.
- To conduct an assessment of the challenges principals face as school leaders at six primary schools in the Western Cape.
- To conduct an assessment of how school leaders conceptualise the notion of development of principals at six primary schools in the Western Cape and where they perceive the responsibility for this development lies.
- To evaluate the opportunities and types of development provided to help school principals to be more effective and efficient.
- To summarize the important research findings, and to make recommendations, based on the findings, which will attempt to address the existing situation.

1.3 Rationale

1.3.1 International perspectives

From the various international perspectives surveyed, the most significant recent development in school leadership development in Britain, according to Tony Bush (2003), was the establishment of the National College for School Leadership (NCSL) in November 2000. Bush also contends that there has been a shift in emphasis from management to leadership.

In England and Wales the establishment of the TTA, which took an interest in leadership and management development and pre-service training of teachers, was also regarded as a major event. Furthermore Tony Bush (2003:10) elaborated on the TTA's focus when he added:

The TTA set up the NPQH in 1997, the first national qualification for aspiring heads and by 2004 there were consultations to make NPQH compulsory for new head teachers.

In the same vein, Herman (2005:3) points out that it is not possible in most of the U.S.A. and Canada to be appointed as a principal or vice-principal without an approved master's degree in educational administration. Herman's research shows that there is recognition that high-quality leadership is central to education outcomes. Herman points to a number of models of school leadership development when he lists those that have been instituted in many states of the U.S.A. for example, Principals' Academy (Delaware), Administrators' Academy (Illinois), Principals Centre (Massachusetts), Leadership Institute (Ohio) and Leadership Academy (Missouri).

Further international evidence, regarding the relationship between effective management and school outcomes, according to Bush and Jackson (2002), supports the notion that most relevant role-players e.g. governments and professionals, in the majority of countries, now recognise the importance of providing specific preparation for principals rather than simply assuming that good teachers will inevitably be equally competent as school leaders.

However, even though the importance of effective leadership and management is increasingly being recognised, it is equally true that most countries and education authorities have been slow to acknowledge the importance of training and developing current as well as aspirant principals and other SMT members. Bush and Jackson (2002), in an international study funded by the NCSL concur with the view that few nations have made pre-appointment management training a requirement.

Bush and Jackson (2002:421) sum up the above thinking around the notion of school leaders requiring development in order to be effective:

Just as teachers require training to be effective in the classroom, so school leaders need customised development to be successful. 'Leaders are made not born' and management development is essential if schools are to have the high quality leadership that their learners, educators and communities deserve.

1.3.2 Educational leadership in post-1994 South Africa.

The demise of apartheid in South Africa in 1994 was heralded nationally and internationally as a victory for democracy and human rights. It offered unique opportunities and responsibilities to reconstruct a fragmented and discriminatory education system, and establish a unified national system underpinned by equity, redress, transparency and participation.

McLennan and Thurlow (1997:5) points out that the Government has, since 1994, within the broad context of transformation, established various policy initiatives in an effort to reconceptualise governance and management at all levels of the education system, and especially at the level of the school. These include the Labour Relations Act (LRA) of 1995, Educators' Employment Act (EEA) of 1994, National Education Policy Act (NEPA) of 1996 and the South African Schools Act (SASA) of 1996.

Bush (2005:19) recognizes that converting racially separated administrations into a unified entity is an indication that the South African education system has achieved a great deal in the past decade. However, if schools are to meet the needs of their communities and the wider society this is no mean achievement.

It is only the starting point for the qualitative changes in governance, management, and learning. It is therefore appropriate to agree with Bush when he concludes that, “The next decade is no less important than the first”.

The following goals are clearly stipulated in the mission statement of the DoE (1996):

Our vision is of a South Africa in which all people have equal access to lifelong education and training opportunities that will contribute towards improving the quality of life and build a peaceful, prosperous and democratic society.

Addressing the deep-rooted systemic and structural inequalities inherited from apartheid, and establishing a coherent redress and poverty targeting strategy, however, remains an enormous challenge.

In a paper presented at the EMASA Annual Conference, Johannesburg, 11–13 March 2005 titled, “Models of Leadership Development in South African Schools – The case of the Leadership Academy”, Prof Harold Herman, former Dean of the Faculty of Education at the University of the Western Cape, subsequently stated:

In South Africa the debate on the importance, value and development of school leadership and management has intensified significantly since the arrival of democracy in 1994 and the transformation of the apartheid education system. Apartheid and the struggle years have left many township and rural schools in crisis. The school principal and SMT were seen as the major force to address the schools crisis and the on-going erosion of the culture of teaching and learning in schools.

At the same conference, renowned academic and author on educational leadership and management, Tony Bush (2005:1), underlined South Africa's political changes and education policy shifts by highlighting the challenges that the country now faces when he said:

The past decade has seen dramatic changes in South African education, as a unified system replaced the racially stratified pattern developed by the apartheid regime, but it will take many decades, not just one, to rectify the gross inequalities of the past.

However, in order to place the thinking about the country's past educational landscape in perspective, consideration has to be given to the current state of educational leadership and management in SA.

1.3.3 Current state of educational leadership and management development in South Africa

The country's apartheid past meant that the majority of communities had to endure disenfranchisement and inequalities for a long period. Power and real authority were for many years, concentrated solely in the hands of an elite few and the masses were indiscriminately led by these few, resulting in a culture of passivity and resistance. Subsequently, the sharing of power and authority in the school leadership context is relatively new in the South African context.

Consequently educators and learners alike were in many cases justifiably and negatively influenced and as a result, inclined to be indifferent to the failure or success of their institution. Many school principals are still saddled with this baggage and therefore believe that they should "run" the institution all by themselves. So the advent of SMTs has found many schools lacking a culture of sharing in terms of leadership and management. A major problem in this regard is the lack of trust that still exists between staff members.

In many of the most disadvantaged schools the principal was possibly the staff member with the highest academic qualifications.

However, as access to improved qualifications and opportunities for further studies arose for new incumbents to the teaching profession, a number of very young and capable educators have been appointed to promotion posts at schools where their academic qualifications are much higher than that of the principal. These principals experience this situation as extremely threatening to their authority and to the respect that they expect the staff to have for them and subsequently adopt a “protective, laager” approach in order to protect themselves.

All this could continue because, although the vision for the transformed education system has been set out in the policy frameworks and possible new legislation, the system is still shaped by the ethos, systems and procedures inherited from the apartheid past.

More importantly, even though the maximum academic qualification of principals is in many cases a three-year diploma that does not include a single module or course on school leadership and management, the WCED as well as some teacher unions hardly provide adequate in-service role-specific development for principals.

In contrast though, DoE (1996) merely states that the new education policy expects managers to be able to work in democratic and participative ways to build relationships and ensure efficient and effective delivery. An implementation strategy to this end is nevertheless still lacking.

Bush (2005:108-109) in his paper, cites Tsukudu and Taylor (1995) who had examined the training opportunities available to South African principals in the early 1990s and concluded that they were inadequate:

... In many instances head teachers come to headship without having been prepared for their new role. As a result, they often have to rely on experience and common sense.

However, such are the demands being made upon managers now, including head teachers, that acquiring management expertise can no longer be left to common sense and character alone; management development support is needed.

In terms of legislation, the SASA emphasises training of SGB but does not make provision for the training, leadership development and capacity building of school principals. One of the major challenges for education management however, is the development of appropriate leadership capacity in the school system where leadership skills are lacking with most principals. This in effect speaks to the notion of the nature of principalship.

1.3.4 The nature of principalship

Current literature clearly indicates that the nature of principalship, and the position, role and power of the principal all differ between schools and between systems. In some countries, the principal is all-powerful and is seen as a chief executive of an autonomous unit, while in others, he/she has little more authority than the classroom teacher and the principal is no more than a line manager in the system.

Leadership or the responsibility to lead is not exclusively the domain of certain individuals who are “born with this ability” but is rather left to those who take up the challenge, responsibility or opportunity to fulfill the role of leading – anyone can be a leader depending on the context or environment in which the occasion for leadership occurs. One should however acknowledge that certain individuals appear better equipped to perform well as leaders and differently stated, have equipped themselves better for leadership by self-empowerment through studies and constructive engagement in leadership activities.

Not many years ago, it was assumed that the principal, as instructional leader, bore the main, if not the sole responsibility for bringing change to a school. A top-down view of change prevailed in South African schools in those days; the principal was expected to engage the educators and parents- even school committees (the body that was replaced by the current SGB), who were otherwise seen as passive participants in the process of change. One would therefore generally find that school principals became more isolated from educators and learners and also from the core teaching programme of the school as they became office managers focusing on administrative issues and meeting accountability expectations of WCED and EMDC officials.

When one looks further afield, international evidence underlines the principal as the key to a school's success. In the United Kingdom, the DfEE (1998:22) maintained:

All schools need a leader who creates a sense of purpose and direction, sets high expectations of staff and pupils, focuses on improving teaching and learning, monitors performance and motivates staff to give of their best.

While taking care not to over-emphasize this point, one would want to draw on an authority on building leadership capacity in schools, Linda Lambert (1998:24) who cites Lambert et al (1997) when she states in this regard:

Teachers must take the majority responsibility for building leadership capacity in schools and ultimately for the work of school improvement. Teachers represent the largest and most stable group of adults in the school, and the most politically powerful.

Lambert however sums up the role of the principal as more important than ever by emphasizing that the work of principalship demands a more sophisticated set of skills and understandings. The reason, according to Lambert, is that the principal's role is much more complex than we thought it was.

The empirical evidence from principals, SMTs, educators, learners and parents point towards a model of leadership that is fundamentally concerned with building positive relationships and empowering others to lead. One such relationship is the ever-challenging one that involves the principal and the SGB with the responsibilities of school governance.

1.3.5 The principal's role in school governance

With regards to the principal's role in school governance, the SASA of 1996 clearly stipulates that while principals are responsible for heading the management of the school, they also have a major role in initiating and providing training, guidance and support to the SGB.

Section 19(2) of the Act requires the Head of the provincial education department to ensure that principals and other officers of the education department render all necessary assistance to governing bodies in the performance of their functions.

The principal, in Section 23(1)(b) of the Act, furthermore has to play a central role as member of the SGB in his or her official capacity as representative of the DoE. At the same time though, Section 20 of the Act lists functions of all governing bodies which includes a provision under which the SGB is required to support the principal and other staff.

When comparing South Africa's experiences with those of England and Australia, Bush and Gamage (2001) point out that SGBs are likely to require substantial support from the principal in carrying out their responsibilities. This is likely to be even more evident in most South African schools with SGBs who have limited experience of school-level democracy. In their research in northern Gauteng, Bush and Heystek (2003) point out that most SGBs are not fulfilling their policy-making role, but are relying on the principal to do so. The principal's role in school improvement therefore becomes even more significant.

1.3.6 Leadership development in support of school improvement

All over the world education systems are trying to develop mechanisms to improve primary and secondary school leadership and management. It goes without saying that one of the benefits of effective leadership and management at schools should be improved school performance. In this regard, Levine and Lezotte (1990) found that research on school effectiveness shows that excellent leadership is one of the main factors in high performing schools.

Dimmock & Walker (2000b:20) hold the view that successful schools today are characterized by decision-making structures like SMTs and SGBs that are responsible for overseeing school policy in pursuit of improved school performance. It appears therefore that a fundamental re-conceptualisation of leadership recognises the fundamental relationship between effective leadership and school improvement.

Tony Bush (2002:13) clearly supports the case for the link between quality of leadership and management, and school effectiveness when he cites Beare, Caldwell and Millikan (1989:99):

Outstanding leadership has invariably emerged as a key characteristic of outstanding schools. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority.

In South Africa, the DoE acknowledged the central importance of effective management at all levels of the education system in its 2nd White Paper (DoE, 1996) and by its subsequent appointment of a National Task Team on Education Management Development.

The appointment of this Task Team DoE (1996:13-14) was an indication of the high priority that the need for school management development was given by the South African government.

It was encouraging therefore to note that the Task Team, when submitting one of its most influential reports, identified that successful schools depend on the transformation of their management.

The implementation of the recommendations of the Task Team report has unfortunately been slower than expected, but in 2003 the National Department of Education produced a Draft Policy Framework DoE (2003) with ambitious plans to develop a national education management programme. The plans in this framework indicate that, eventually, aspiring principals will have to have a national qualification in school management before they can be appointed. This provision, as Herman stated earlier, already exists in several countries, including many American states, Canada and England.

The Task Team report (DoE, 1996:24) was critical however, of the misplaced focus when education management development was provided in schools.

Management development practices have tended to focus on the collection of qualifications and certificates with little attention being paid to actual ability to transfer this newly acquired knowledge to the institutions in which managers work.

In their research, Tsukudu and Taylor (1995:110) noted that, before the South African Schools Act of 1996, principals had seen themselves as implementers of official decisions, rather than managers with freedom to manage as they think fit. The Task Team report DoE (1996:14) took a similar view and pointed to the urgent need for change:

Managers require new skills and styles of working, capability of providing leadership for teams and ability to interact with communities both inside and outside the system.

The Gauteng survey concluded that much more, and more effective training is required if school principals are to carry out their enhanced responsibilities successfully.

1.3.7 Enhancing sustainable leadership development in schools

Williams (2002:2) compiled a list of beliefs that he maintained would enhance and underpin sustainable leadership development in schools or educational institutions. Amongst them are the following:

- Educators at all levels are regarded as potential leaders who need training and development.
- All forms of leadership development should be in support of improved learner education.
- Leadership development should be empowering insofar as it equips educational leaders with the knowledge and skills required to reflect on and transform their practice.

- Leaders would be willing to share their power and authority with other staff members.
- There should be suitable monitoring and accountability mechanisms in place for leadership development and training.

All these needs are linked to the major legislative changes affecting schools, and to the demands on self-managing and good performing schools.

The Task Team Report (1996:27) emphasised that management is important seeing that it provides a supportive and sustainable framework for teaching and learning:

Management in education is not an end in itself. Good management is an essential aspect of any education service, but its central goal is the promotion of effective teaching and learning. The extent to which effective learning is achieved therefore becomes the criterion against which the quality of management is to be judged.

A disconcerting reality though is that, despite various initiatives to address the training and development needs of principals, there is only limited evidence of principals and other school leaders being developed for the central function of schools i.e. promoting learning. The Gauteng survey findings for example, suggest that principals do not fully understand or fulfill their role as leaders of learning.

In the light of the many radical changes in school governance and management, one can understand that principals may prefer to give priority to financial and staff management, and to maintaining pleasant relationships with their SGBs. However, if principals aim to maintain realistic and constant improvement in their school, they would ultimately have to accept their responsibility to enhance sustainable leadership development in all role-players at the school.

1.4 Defining leadership and management

South Africa is one of many countries who recognise that effective leadership and management are central to school improvement. Management is probably more important than leadership for most schools in the early 21st century but both are needed if all learners are to have the chance of a good education. Distributed, and context-specific, leadership is vital to enable schools to deal with the enormity of the challenge.

In its report, the Task Team (1996:28) chose to use the term 'management' to mean the process for creating and supporting effective educational organizations and they did not equate management with administration and furthermore made a distinction between management and leadership.

Middlehurst (1993:138) on their part said leadership is the development of vision, which dictates the framework within which one seeks to move. According to this author, a leader has to motivate people and therefore cannot continue without vision. He/she has to make sure that they are all going in the same direction. A leader has to maintain momentum and keep morale. This involves people talking to them together and listening to their voices. A leader has to see all possibilities.

Added to this Sterling and Davidoff (2000:17) defined the art of leadership as being creative, flexible and to come up with inspiring and clear solutions for the problems they face.

In the light of these definitions with which the researcher mostly concur, he nevertheless choose to align himself with the definition of Cuban (1988:xx) who provides one of the clearest distinctions between leadership and management:

By leadership, I mean influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations and actions of others. Managing is maintaining efficiently and effectively current organisational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. I prize both leading and managing and attach no special value to either since different settings and times call for varied responses.

1.5 Theoretical paradigm of the research study

The theoretical paradigm that will be informing the research study is a descriptive approach that is embedded in a qualitative research framework. The qualitative research framework is chosen because it contains elements relevant and necessary for the study.

The key research problem is as stated earlier, to investigate to what extent selected primary school principals in the Western Cape are currently being developed as leaders, so that they can positively impact on the school's performance. This leads to the main research question being, "How do primary school leaders experience the principal's development as the leader in the school?"

Some of the subsidiary questions are:

1. What leadership roles do school leaders identify that principals should play in the school?
2. What are the needs that school leaders identify for principals in terms of leading their schools effectively?
3. To what extent do principals receive support from the education authorities and elsewhere to enhance their leadership skills?
4. What are the obstacles that principals face in their quest to improve their leadership competence?
5. What does the literature reveal about the role and leadership development of the school principal?
6. What are school leaders' perceptions about where the responsibilities of leadership development for school principals lie?

The relationship between the descriptive research approach and literature analysis will be explored in the research.

Three instruments of data collection will be used in the study viz.

1. Research statements completed by the principal of each school.
2. Interviews as follow-ups with the principals - these will take the form of in-depth semi-structured interviews.
3. Questionnaires filled in by one deputy principal and one head of department of each school.

1.6 Delimitations of the Study Area

The researcher has chosen primary schools because he has served in various leadership roles in primary schools throughout his teaching career. The researcher further served as a school principal for twelve years and an acting circuit manager in the EMDC Metropole East for one year.

The principal, one deputy principal and one head of department is the focus of the study because of the leadership and managerial roles they play in their schools.

The geographical areas which were chosen, were Kuils River, Eerste River and Khayelitsha in the Western Cape, South Africa, because these are the researcher's area of operation as circuit manager and also most accessible to the researcher.

1.7 Ethics Statement

This study required that interviews be conducted in the school environment and questionnaires be distributed to educators; therefore it was necessary to obtain permission from WCED (Appendix A). Permission from the school principal, one deputy and one head of department at each school was obtained for their participation in the research while assurance was given that the daily school programme and routine would not be disrupted or altered for the purpose of my research.

Anonymity and confidentiality was assured in writing (see Appendices B and H) to protect the identities and interest of the persons who are interviewed and who completed the questionnaires.

A letter, attesting to the researcher's registration as student at the University of the Western Cape, confirming that he is embarking on his research and a brief explanation of the research topic for his mini-thesis was forwarded to the WCED and to the schools.

1.8 Summary

Principals and other school leaders need specific preparation if they are to lead schools effectively. One could go as far as saying it is immoral to require principals to lead such complex environments without appropriate training.

The proposed intention by the South African government, to introduce an entrance qualification for candidates who aspire to become principals is a welcome first step, but support for current school leaders is equally, if not more important.

In our local context especially, leadership and managerial skills are vitally important for all, especially current principals of schools that are at risk, newly appointed school principals and a number of principals of rural schools.

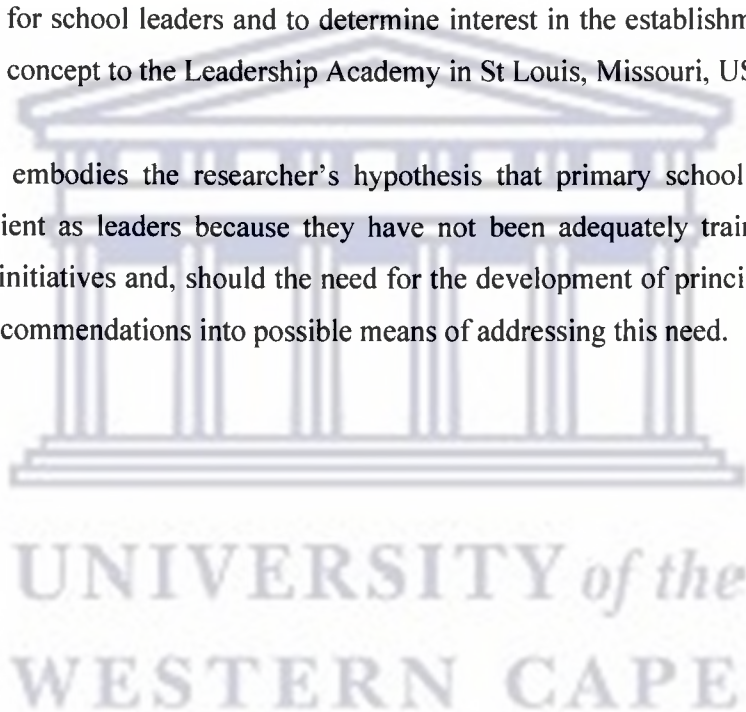
Recognising the need for school leadership development is an important first step but leaves unanswered important questions about the scale and content of such training. The content of management development programmes in South Africa requires review in order to determine what topics should form part of a 'national curriculum' for school management. The needs identified in a survey of principals would provide the starting point for constructing such a curriculum.

Almost a decade ago McLennan and Thurlow (1997:45) already indicated although proposals for the establishment of a national programme and institute for education management development are gestating, nothing substantive has yet emerged in the form of coherent policies or strategies to develop school principals.

In the Western Cape a large majority of the current principals are in effect no longer adequately qualified for the task of leadership they are expected to perform at their schools. It is a positive development therefore that it is in the Western Cape that, initiatives by education leaders and academics are currently underway to establish a school leadership academy that will offer programmes that will enhance the leadership skills of principals. To this end, an initiative, led by Prof H.D. Herman and Dr C.G. Williams of the Faculty of Education at the University of the Western Cape was launched in 2002.

This initiative started with an investigation among most relevant role-players, to assess the need for leadership training for school leaders and to determine interest in the establishment of a leadership academy similar in concept to the Leadership Academy in St Louis, Missouri, USA.

This study, which embodies the researcher's hypothesis that primary school principals are not effective and efficient as leaders because they have not been adequately trained, will hopefully contribute to such initiatives and, should the need for the development of principals be established, offer insight and recommendations into possible means of addressing this need.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of the international and South African literature on leadership development of school principals. The literature focuses on the leadership and management role of school principals. Hence the content is based on these sources and the experience of the researcher who is a principal in a Western Cape primary school, responsible for general leadership and management of the school as a learning organisation.

Furthermore, this chapter will present a brief perspective of education provisioning in South Africa from a historical perspective. Literature on the notion of leadership as recorded in books, journal articles, newspapers, websites and other printed material that have been consulted, is also reviewed.

The researcher also reviews literature on how principals or head teachers are developed to achieve excellence as leaders in their schools. Surveys of literature covering the South African government's role in leadership development in schools, the leadership role of the modern school principal, qualities required of an effective school principal and challenges facing "good and effective" school principals are also reflected in this review. Issues such as increased workload; information and communication technology and external relations are addressed.

Because the responsibilities of the school principal appear to be so vast, it seems appropriate to explore the notion of support structures that may be available for principals. With regard to the professional development of school principals, the researcher engages with an interesting study done that eventually leads to a proposal of a theoretical framework which entails system maintenance, system restructuring, professional sustenance and professional transformation.

All this literature then culminates in an exploration of training and development needs of principals as well as opportunities for development of school principals and then a brief conclusion.

2.2 Brief historical perspective of education provisioning in South Africa

Botha (2004:239) observed that apartheid South Africa forged an education system characterised by fragmentation, inequity in provision, a questionable legitimacy and the lack of a culture of teaching and learning in many schools. Botha cites DoE (1996) and SASA (1996) when he deduces that post-apartheid South African education consequently inherited a resistance to changing the way things have been done in the past. He identifies a number of reform initiatives such as Curriculum 2005, the "Tirisano" (let's work together) project (DoE, 2000a) and the "Whole-school evaluation" initiative (DoE, 2000b) that have experienced this kind of resistance.

Against this background of the legacy of apartheid and resistance to change, school-based management (SBM) was introduced in the South African education system. For Caldwell and Spinks (1998:23) this step implied *inter alia* an increase and change in the responsibilities of the school principal and therefore suggested new demands on the principalship. Hart (1995:11) and Mosoge and Van der Westhuizen (1998:73) further holds the opinion that SBM implied institutional autonomy relating to the devolution of power and shared decision-making. What then do we make of the notion of leadership in this dynamic environment of enormous challenges and frequent changes?

2.3 The notion of leadership

Generally, literature on this topic defines leadership as a higher order set of abilities such as goal setting, visioning, and motivating. Furthermore, leadership within mainstream literature on school effectiveness or improvement is almost always considered to be a factor of change. Therefore Senge (1999) maintains that leaders are responsible for building organizations where people continually expand their capabilities. De Pree (1989) supports this by saying "Leaders are responsible for effectiveness."

Coming from a wider perspective than the school's immediate environment, Yukl (1981) makes the striking point that systemic school improvement, particularly for disadvantaged children, is inextricably linked to wider social, economic and political conditions.

When one draws the parallel here with South Africa's transition from apartheid to democratic government, functions such as strategic planning, vision building, and liaison with communities and parents as well as staff development can be identified as leadership functions.

As stated in the earlier chapter, concerning the definitions of leadership and management, the researcher aligns himself with the definition by Cuban (1988:xx) who maintains that leadership to him means influencing others' actions in achieving desirable ends while managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. In the final analysis Cuban submits, he prizes both leading and managing and attach no special value to either since different settings and times call for varied responses.

Wallace (2001:164) concurs with Cuban that school leadership is about making new things happen and management is keeping things going (or 'maintaining' as Cuban puts it). Wallace elucidates this point when he says these activities are conducted with and through other adults to facilitate learning and teaching.

Leadership does not happen in a vacuum and therefore necessarily has to be tested against the effect it has on the institution. In this light, Hopkins (2001a) and West et al (2000) maintain that effective leadership is widely accepted as being a key constituent in achieving school improvement. According to them, research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change.

More importantly, Hopkins (2001b) highlights the centrality of transformational and instructional leadership practices in achieving school improvement in schools facing challenging circumstances.

Highly effective principals have been found to demonstrate high levels of commitment to goals and multi-faceted vision for the school, according to Dimmock (1993). This, say Kouzes and Posner (1997) and Dimmock (1993), explains why some researchers believe that effective leadership requires vision and creativity as well as leadership competence.

While Theron and Bothma (1990) argue that the principal's inspiration and drive must motivate the staff to join forces and become an active unit, a disturbing percentage of the principals of both primary and high schools are however not sufficiently familiar with the concepts of leadership and management. This assumption as it pertains to schools in the Western Cape, will be adequately tested through the data collected in this study.

Bush et al (1999) and Murgatroyd and Morgan (1993), list the following features to distinguish between effective and ineffective schools: professional leadership, a firm, purposeful and participative approach and professionalism. Again the central role of leadership in schools is accentuated.

In support of this line of thinking, Dimmock (2000) emphasises there can be no argument against the reality that schools currently need leaders with open hearts to serve their society, to carry and tolerate all the conflicts that arise due to socio-economic problems and to search for solutions with their full capacities.

If leadership therefore is regarded as so central and important to general school and learner performance, it raises the issue of the extent to which school leaders are equipped or developed to lead their schools.

2.4 Preparation for school leadership

Principals need to gain knowledge of different types of managerial and leadership skills so that they are confident of their capability to lead and manage their schools. It is because the principal is required to participate in planning, organizing, activating and monitoring in order to manage effectively that these aspects should form part of their training and development for the task at hand.

Yukl (1981) argues that it is not enough for a principal to be appropriately motivated. Rather, the principal also needs considerable skills to be an effective leader. Dimmock (1993) further comments that school principals require strategic skills to operate within the framework, especially in relation to the curriculum and student learning.

Since the late 1990s, preparation for school leadership has become a major global educational issue internationally. Wong (2004) points to the Hong Kong experience where the establishment and implementation of school-based management in the 1990s have made significant demands on principals. The leadership development and training programme for serving and aspiring principals in Hong Kong, which was initiated in 1999 by the government of the special administrative region, came into existence after a delegation visited and studied similar programmes in England, Scotland, Australia (State of Victoria) and Singapore.

However, in terms of the needs of school principals, there is a growing consensus that traditional pre-service programmes have not adequately prepared candidates for the principalship. In the light hereof, national principals' organizations and new legislation in England and Wales call for induction programs for novice principals that include mentoring. Equally so experienced principals also need ongoing support and professional development. In this regard, a coach or mentor working with current principals on an on-going basis can be a key element of this process.

Although there seems to be consensus on the principals need for development, recent work done by Southworth (1998) nevertheless shows that principals feel that there are too many management demands and not enough time for leadership development.

In South Africa, Williams (2002) points out, relatively inexperienced educators were rapidly promoted nationally when many school leaders retired early as part of the national DoE's rationalisation process. He quotes from WCED statistics that indicate that approximately 800 new school principals had to be appointed at the height of the rationalisation process in 1996.

In Williams' view the WCED, following this period when the new principals were appointed, emphasised the equipping of these principals with basic management skills. This, he says, consequently led to them being pre-occupied with school principals who required urgent intervention, to the neglect of other school leaders.

He goes on to say:

Some WCED circuit managers on the other hand, did some excellent work in leadership development in general by using their meetings with school principals not only to deal with routine-administrative and policy issues, but as opportunities for leadership development.

Williams however, believes that for many principals personal and professional development is regarded as insufficient incentive for undergoing leadership development. He therefore concurs with other researchers that only truly committed principals consequently attend workshops and undergo formal training in leadership. The various principals' associations have the potential to play a determining role in leadership development in schools. Some offer various forms of professional development and capacity building programmes to their members either at community facilities close to relevant schools or at the sponsors' offices. Only one however, specifically makes specific provision for leadership development of their members on a national scale e.g. at annual symposiums and at corporate conference facilities.

Some schools, mostly from the previously advantaged ones, although appreciative of the efforts of some outside agencies employed by WCED, are giving priority to developing its own leadership and also have resource centres with material on leadership development.

WCED regards the restructuring of regional offices into EMDCs as an attempt to contribute towards leadership development in a holistic, co-ordinated and integrated way because it has the potential to make a meaningful contribution towards leadership development in Western Cape schools.

All five tertiary institutions in the Western Cape offer formal courses in leadership and management development at undergraduate and post-graduate level. Furthermore, some of them are involved in outreach programmes in, amongst others, the development of leadership skills.

2.5 South African government's role in leadership development in schools

In the South African context, the Interim Constitution (1993), the Constitution (1996), the Hunter-Report (1995), the White Papers (1995 and 1996) that deal with the question of organisation, financing and management of schools and the South African Schools Bill and SASA, are some of the policy documents that highlight the complexities that face a school principal in the efficient execution of his official duties.

In April 2001 the South African Ministries of Education and Labour jointly launched the Human Resource Development Strategy for South Africa: A nation at work for a better life for all (DoE, 2001). In these initiatives, focus was placed on the importance of developing leadership at institutional level in order to improve service delivery in education. By 1999, systemic transformation in terms of policy was in place, but the challenges of implementation remained, as mandated policy by itself does not lead to institutional change.

Research findings, according to Bush (1995) highlight the fact that government policy of improving school leadership as an instrument for raising standards is seriously compromised by pressures of the educational market. As a result, many principals revert to a leadership style of contingency management, coping with day-to-day contingencies, with more complex issues falling to the background of managing the school.

As evidenced in DoE (1996:24), the task team report was critical of the provision for education management development stating:

Management development practices have tended to focus on the collection of qualifications and certificates with little attention being paid to actual ability to transfer this newly acquired knowledge to the institutions in which managers work.

Studies done on formal qualifications in school management by surveying school principals in Gauteng led Bush (2005:15), who cites Bush (2004), Bush and Joubert (2004) and Bush and Heystek (2005) to find that fewer than a third (32.5%) of the respondents had any formal qualifications in school management. Most of these had either a BEd or a BTech degree.

2.6 The leadership role of the modern school principal

The school principal is pivotal in providing excellence and the professional leadership required to cultivate positive learning environments.

Pretorius (1998:105) uses the description of the principal being head educator (as used in England) and instructional leader (as widely used in North America) to point out that both descriptions suggest that the principal is knowledgeable in learning and teaching. Traditionally, he says however, school principals had more managerial and administrative tasks, and less teaching duties meaning the school principal was viewed as a manager or administrator (like they are still called in some states in the USA).

Black (1998:34) distinguishes between instructional, transformational, and facilitative leadership when he identifies three broad areas of leadership for the modern school principal. According to Black, instructional leadership expects educational leaders to set clear expectations maintain discipline and implement high standards, with the aim of improving teaching and learning at school.

This all-important role of the principal is often neglected, not only by principals themselves, but also by the teaching staff that do not sufficiently acknowledge instructional leadership's central importance to the core function of schools.

Black highlights the transformational leadership role of the principal that describes the principal as a visionary, leading the school community in its development to use more effective teaching and curricular strategies, and supporting educators' efforts to implement new programmes and processes.

In the light of South Africa's apartheid legacy, so many of the current principals have been trained under power-centred role expectations. Consequently Portin et al (1998:6) notes that these principals often lack the skills and knowledge necessary to practice facilitative leadership.

One of the functions that principals have is to network with resources in as well as outside immediate educational circles. In this regard Gurr (1996:16) found that principals had an important role to play in connecting schools with the external world.

This “reaching out” is vital to bring into schools a variety of knowledge and resources to facilitate the core business of schools and at the same time builds the image of the school in the community. Gurr elaborates by saying:

Principals are the persons in schools who have the greatest capacity to network with the wider community and ensure that schools keep abreast of current initiatives and anticipate future trends.

This role however, as Gurr correctly points out, takes up more of the principals' time and principals are away from school more often. In this context, Kilmann (1991:132) perhaps offers an alternative to this situation when he talks about "schools without principals", the ultimate in shared leadership.

2.7 Qualities required of an effective school principal

Steyn (2002:264) identified qualities such as reflection, vision, commitment, courage, power, and empowerment as the ingredients of excellence in principalship. In an effective school a principal is a servant of the staff encouraging, enabling, supporting and empowering.

For Terry (1999:28-32), effective principals have to understand key educational ideas and be able to discern between ideas that are appropriate to their school community and those that are not appropriate. He believes principals will then decide which ideas to initiate or promote and which to reject. Effective principals face this kind of decision-making on a regular basis- decision-making that has an impact on the overall performance of their staff and schools generally.

In summing up this situation Portin et al (1998:5), say that the principal's role in the new educational dispensation essentially represents a balance between instructional leadership and management. They go further to say, leadership deals with areas such as supervising the curriculum, improving the instructional programme of the school, working with staff to identify a vision and mission for the school, and building a close relationship with the community.

It is in this context of an ever-changing educational dispensation that Gultig and Butler (1999:119) submit that effective principals who want to initiate change and build democratic schools are challenged to redefine the functions of leadership.

It is crucial, they believe, for these principals to cultivate a culture at school where more people participate in decision-making. However, in order to ensure success with this approach, it is important to develop the necessary democratic knowledge and skills to manage and lead democratically.

Peter Senge renowned author on the subject of schools as learning organisations in Senge (1990: 239) concurs that effective principals are expected to be more accountable and more responsive to community expectations, and to be able to lead a complex and substantial organisation. With the increasing autonomy of schools, Senge says it is crucial not only that principals are experts in learning and teaching, but also that they have the leadership skills to utilise this knowledge to facilitate improved learning.

Furthermore, Caldwell (1997:3) cited in Botha (2004) describes the image of the principal as:

that of the educational strategist in which he or she continues to be an expert in the areas traditionally associated with instructional and transformational leadership, but in which special emphasis is given to the leader being able to formulate strategic intentions.

Effective leaders motivate, inspire and unite educators on common goals. They have the ability to persuade their followers to join their vision and share their ideals. They also have the ability to achieve productivity through other people.

2.8 Challenges facing “good and effective” school principals

Botha (2004:240) asks the question, “What challenges should the school leader address effectively in order to be a good and effective professional principal, and consequently assure excellence in school leadership in a changing environment?”

He echoes the observation of most modern educationists when he says that the role of principals is of utmost importance in the effective and efficient functioning of the school.

With regards to human relations part of a principal's role, Fullan (2001:54), cites Kouzes and Posner (1998:xv) who observe that leaders create relationships.

Kouzes and Posner (1998:149) conclude that effective leaders are separated from ineffective ones by how much they really care about the people they lead. Here then follows some of the challenges that these principals face in the daily execution of their duties.

2.8.1 Increased workload

Botha (2004:239) cites Caldwell (2002:9); Edwards (2002:4) and Budhal (2000:45) when he observes that the workload of school principals have changed over the last few decades and is becoming more and more unmanageable, and many principals lack the time for and an understanding of their leadership task.

Even though Botha, together with Van Huysteen (1999:12) and Steyn (2002:251) concur with this position and add that this seems to be the case for the South African secondary school principals, I submit that this reality stretches across both primary and secondary schools.

Bennis (1989); Gurr (1996) and Steyn (2002) points out that everyone knows what makes a good and effective principal, but school-based management demands a new professionalism from principals since it totally changes and challenges the traditional concept of principalship. Essentially school-based management implies additional responsibilities and therefore more work for the principal.

2.8.2 Information and communication technology (ICT)

According to Dempster and Berry (2003:460), the increase in and global reliance on ICT means that schools are now obliged to ensure that students are familiar with its use and equipped to participate effectively in the global as well as local community.

In the Western Cape, the WCED, educators, and the parent community in general have come to realize the challenge that IT places before principals in their management roles.

The impact of information technology in schools on areas such as curriculum and administration can hardly be denied. Major initiatives in the form of partnerships between private sector and the education authorities such as the Khanya Project and the Shuttleworth Tuxlab Open Source Project in the Western Cape, have been launched to address this need.

In keeping with these developments, school principals have to be equipped with the relevant skills to enable them to be, albeit at an elementary level, conversant with the requirements of IT in as far as it affects administration and improved curriculum delivery.

The new computer age however poses a unique challenge, especially to those principals who regard themselves to be from an era where “things were still done the old-fashioned way”. This position held by some principals, is directly challenged by e.g. WCED’s learner-tracking initiative called Central Education Management Information System (CEMIS). This administrative task requires a hands-on approach by all principals as it is interlinked to other administrative functions such as staff provisioning and ensuring fair allocation of resources to schools.

The administration systems in WCED schools are all being connected to head office and EMDCs so that information can flow speedily and efficiently between them. By 2012 all schools will be using technology to support and deliver curriculum, and all learners will enjoy this enhanced learning environment. It is a huge call to which all principals have to respond adequately.

2.8.3 External relations

Addressing community values different from those of the school, dealing with policy directives from central office and managing overly demanding parents which in essence meant dealing with cultural diversity in the school community were among the most troublesome circumstances that principals were faced with according to Dempster and Berry (2003:465).

Although Dempster and Berry write from an Australian perspective, demanding parents who depict cultural diversity in the school community appear to be one of a number of similarities between Australian and South African schools. Alluding to another, these researchers go on to say that principals increasingly, find themselves caught between local school management needs and priorities and centrally determined policy initiatives.

Dempster and Berry (2003:465) quote the respondents who identified this as the most frequent and most troublesome ethical circumstance concerning external relations when they said:

... Being expected to be 'branch manager' for a central authority, while being seen to be a local leader working in the interests of the school, creates tensions that are not easily overcome in a self-managing school environment. Certainly, as 'branch managers', principals must develop self-reliance, but still need support when confronted by tough ethical issues.

While there could be little disputing that external relations pose a particular type of challenge to school principals, the few mentioned above are perhaps of the most direct ones. School principals in the Western Cape also have to deal with the 'menace' of interfering, imposing and demanding policy directives from head office or EMDC. A sound relationship between the schools as learning sites and the WCED or EMDC as policy centres is of utmost importance to address possible negative consequences in the process of policy implementation.

Cultural diversity and demands from parents challenge principals to adjust their own mindset and beliefs in order to cater for the broad spectrum of learners in their care. Race, gender, language, religion, various disabilities and sexual orientation have to be taken into account when principals engage with their communities.

The new South Africa's socio-political environment and diverse cultures require patience and a passion for transformation together with innovative and forward thinking from school leaders. In this regard, principals should also have what I call 'a conscience for change'. This means that they should constantly be aware of the requirement for change whether in human resources, relationships, physical resources in their working environment or culture.

2.9 Seeking support structures for principals

When one considers the full ambit of competencies effective principals should have and the challenges they face, the question arises, “Where do principals turn to for advice and who do they talk to with regard to this new vision of the principalship?”

In making the point that principals seldom know who to turn to for advice, Terry (1999) coined the concept of a "critical friend". He maintained schools need critical friends who diagnose difficulties and their possible causes and set out recommendations requiring action.

The "critical friend" concept, according to Terry (1999:31), says something about the developmental relationship between colleagues whose central concern is the provision of better and more effective teaching and learning. Botha believes this could be an answer for the South African school principals as they have to seek out and keep abreast of current research and knowledge on learning and teaching, and they have to be able to create the conditions for their schools to take advantage of this.

Botha (2004:242) so correctly notes:

As the new millennium stretches before us, the principalship is more vital than ever. Principals will continue to find themselves constantly struggling to make the best of funding mechanisms, to ensure that professional standards are enhanced and to manage their multifaceted jobs with increased work hours. Leadership and strategy are vital for the principal who faces the challenges of the future. The task of professional principals as leaders and strategists in creating better and excellent schools never ends.

As an example of the enormous challenges that the modern-day school principal has to deal with Dempster and Berry (2003:457), refer to school principals in Australia who are being placed under intense and increasing pressure as a result of global trends. With regards to ethical issues that often times confront principals, they assert that these principals have to make and justify decisions that are complex and fraught with ethical difficulty.

In their research they point out that many principals feel ill equipped to deal with these challenging decisions. They go on to say that a survey of principals' experience in relation to such decisions suggests that many lack the skills necessary to confidently discharge their duties.

Dempster and Berry (2003:457) conclude that if one accepts that there is a dearth of professional development in ethical decision-making one must accept that there is an obligation to provide appropriate preparation and support, both on employing authorities such as departments of education, and on external agencies such as universities and corporate business.

Similarly Dempster and Berry (2003:458), citing Felt et al (2001) found that Australian school principals must deal with students influenced by social and political forces that can contribute to undermining tolerance. These principals, they continue, still find themselves having to deal with various forms of gender inequity, harassment, and violence, at a time when the wider community's tolerance of such violence is diminishing.

In South African these Australian principals' counterparts (particularly those in ethnically diverse schools and communities), will readily concur with these experiences. Violence, harassment, and issues of equity are at an all time high in South African schools. While learners and educators are both victims and perpetrators alike, education authorities are at pains to address this situation.

Interestingly, but not completely unpredictably, it was discovered that the principals, when faced with such tough ethical issues, consulted various sources seeking support, advice or information.

The researchers Dempster and Berry (2003:465) revealed that respondents identified the most important sources of consultation as other principals (73%), senior department officers (55%), members of the school senior administration team (51%), and a spouse or partner (31%).

It is true that school principals need outside agencies to monitor and assess their work performance. DoE (1996:16-18) concluded that South Africa needs an outside agency charged with responsibility for reviewing school principal performance.

However, it will become abundantly clear from this research that school principals also need formalised interventions and support. This could materialise in the form of a somewhat broadened and more encompassing adaptation of Terry's "critical friend".

2.10 Training and development needs of principals

In the Gauteng report, Bush (2004), Bush and Joubert (2004) and Bush and Heystek (2005), principals were asked to identify the knowledge required in order to be an effective school principal. They indicated that financial management and human resource management (HRM) are the knowledge areas identified by most principals who participated in the study. According to these researchers, the focus on finance supports perceived lack of preparation in this area while HRM is widely regarded as an essential aspect of effective leadership.

The researchers also indicated that principals, when asked what they thought were the skills needed for principalship, identified budgetary skills as the main requirement for principalship. Handling conflict, a major HRM issue in the dynamic context of post-Apartheid South Africa, was regarded by the principals as second most important skill needed for principalship. While the researchers concluded that these aspects are vital for self-managing schools, they however noted that experienced principals are also still relatively unfamiliar with these requirements.

Added to this, Bush says, principals and SGBs now have significant responsibilities for setting budgets, determining schools fees and fund raising, and the principals feel inadequately prepared to fulfil these roles.

Aspects of human resource management like dealing with staff retrenchment, as educators in many schools may be declared in excess, places a huge demand on principals because they have the uncomfortable task of identifying staff for redeployment. These kinds of responsibilities are substantial and increasing making the need for training and development of principals even more urgent.

2.11 Exploring opportunities for development for school principals

Roland Barth, generally regarded as the father of Leadership Centres, firmly believes in partnerships between universities and schools leadership centres. He holds the view that these centres play the role of bridge-builders between academics and researchers on the one side and educators at grassroots level on the other.

Barth (1990:11) said the following:

I see a pronounced need for agencies that can mediate between the cultures of school and university. The Principals' Centre at Harvard is an example of a kind of "Trojan Horse" that has been wheeled inside the walled gates of the city. Out of it have sprung 600 real live school principals whose abundant presence, thinking and writing in libraries, classrooms, elevators and dining areas has become undeniably visible.

Barth (1990:74) further lists the following as one of the many common purposes of Principals' Centres:

To provide helpful assistance to principals and other school leaders that will enable them to become more successful in fulfilling their goals and providing leadership to their school.

Harold Herman, in a paper delivered at the EMASA Conference in 2005 refers to the Missouri Leadership Academy and Regional Professional Development Centres as examples of such a facility. He says the Leadership Academy of the State of Missouri was a key provision of the 1985 Excellence in Education Act in Missouri Dept. of Elementary and Secondary Education (2000:1). This Academy has provided quality development activities for school leaders statewide for fifteen years.

Giving an overview of the purpose of the Academy, Herman states that:

These leadership opportunities also equip school leaders to design local professional development activities that positively impact classroom practice and student performance. No longer do they define professional development as “sit and get” learning.

They have gone beyond professional development for awareness only, to offering professional development for skill building and implementation, as well.

According to Herman, the purpose of this is to connect professional development to school improvement efforts. The ultimate outcome, says Herman, is to inspire and develop qualified school leaders that are equipped to facilitate and supervise learning and teaching. In DESE (2001:9) it is clearly stated that leadership for student achievement gains, resulting in improved student performance, is their primary goal.

The Council of Chief State School Officers (2000:3) holds the view that, whilst the need for meaningful professional development for all those involved in education should be recognised generally, the need for effective professional development of leaders is especially critical.

This source is quoted as follows in Herman (2005:11):

If leaders are to meet the standards articulated by Interstate School Leaders Licensure Consortium (ISLLC), different forms of professional development must be made available. They must incorporate the current principles of professional development, knowledge of how adults learn and change and the standards for which leaders are to be held accountable.

The ISLLC standards, as summarized by Herman, are the following:

A school administrator is an educational leader who promotes the success of all students by:

- * Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community;
- * Ensuring management of the organization operations and resources for a safe, efficient and effective learning environment;
- * Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources;
- * Acting with integrity, dignity and in an ethical manner;
- * Understanding, responding and influencing the larger political, social, economic, legal and political context;
- * Advocating, nurturing and sustaining a school culture and instructional programme conducive to student learning and staff professional growth.

These standards serve a threefold purpose:

- * To raise quality standards within the profession
- * To provide useful information for decision-making on a wide variety of topics
- * To provide collaboration among the states, either collectively or in smaller groups

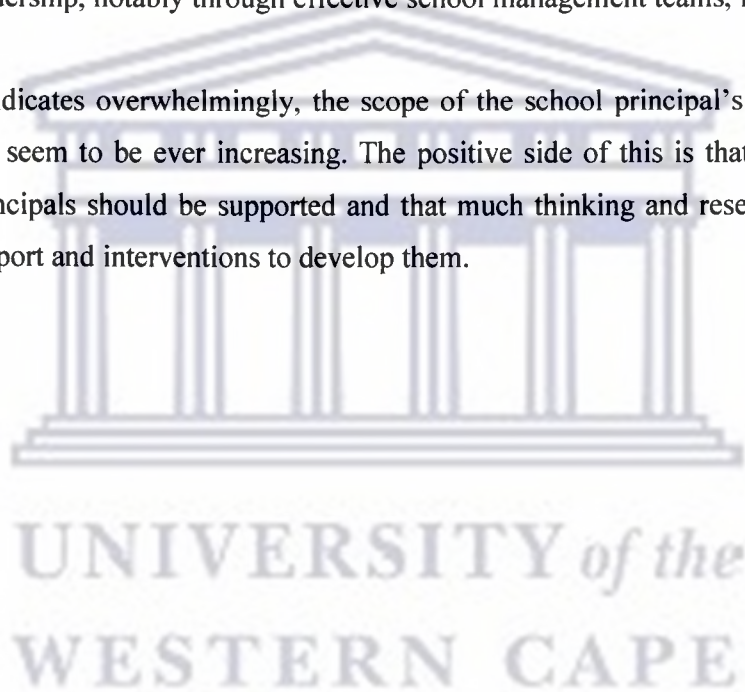
Finally, these standards underpin most, if not all, of the leadership development that occurs within the State of Missouri.

2.12 Summary

As Tony Bush (2003) puts it, “South African schools, range from well-equipped city institutions to remote and under-resourced rural schools”. This diversity illustrates the importance of context but also demonstrates the urgent need to raise educational and management standards in the more deprived communities.

These immense problems that most schools face, are “certainly too demanding for any individual, regardless of their levels of talent, commitment and training.” Bush maintains it is therefore clear that distributed leadership, notably through effective school management teams, is vital.

As the literature indicates overwhelmingly, the scope of the school principal’s work is enormous and the challenges seem to be ever increasing. The positive side of this is that there is a general realisation that principals should be supported and that much thinking and research has gone into providing such support and interventions to develop them.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The researcher seeks in this chapter to discuss the different research paradigms, the methodology and design of the investigation. The researcher selected the most suitable methodological paradigm to fit the aims and objectives of this study. Furthermore, various research methods together with the conditions or context under which these methods are employed in order to collect different kinds of data, are discussed. An assessment of the methods of data collection is also done.

In selecting a research method for investigating the subjects, the researcher aimed to 'situate' their responses as far as possible in the everyday life of the school. The relationship between the descriptive research approach and literature analysis is explored.

3.2 Motivation for the research

The key research problem is to investigate to what extent selected primary school principals in the Western Cape are developed as leaders. The main research question of the study therefore is:

How do primary school leaders experience the principal's development as the leader in the school?

The subsidiary questions are:

1. What does the literature reveal about the role and leadership development of school principals?
2. What leadership roles do school leaders identify that principals should play in the school?
3. What are the needs that school leaders identify for principals in terms of leading their schools effectively?

4. What are the obstacles that principals face in their quest to improve their leadership competence?
5. Are there particular challenges that are common to the selected principals in the Western Cape?
6. What are school leaders' perceptions about where the responsibilities of leadership development for school principals lie?
7. Who currently offers leadership development to school principals in the Western Cape?
8. To what extent do principals receive support from the education authorities and elsewhere to enhance their leadership skills?
9. What recommendations can this study make to improve principals' leadership skills?

3.3 Methodological paradigms

Quantitative and qualitative research, instead of being in opposition to each other, complement each other as both search for the truth and for solutions to research problems. Poggenpoel et al (2001) reason that qualitative inquiry actually precedes quantitative inquiry in the classical scientific method. According to them, some researchers argue that quantitative research is the only kind of scientific research and these researchers scoff at qualitative strategies. Researchers however recently regard qualitative research as the only kind of scientific research.

3.3.1 Definitions of quantitative and qualitative research

According to Schurink (1998:241) the quantitative paradigm is based on positivism that takes scientific explanation to be nomothetic (i.e. based on universal laws). Its main aims are to objectively measure the social world, to test hypotheses and to predict and control human behavior. In contrast they say, the qualitative paradigm stems from an anti-positivistic, interpretative approach, is idiographic, thus holistic in nature, and the main aim is to understand social life and the meaning that people attach to everyday life.

3.3.2 Quantitative methodology

In quantitative studies, the research methods are set before observation begins and specify the methods of observation that may be used and the type of data that may be collected.

According to Frankel and Devers (2000:251) quantitative research employs deductive logic, often drawing heavily on existing theoretical and substantive prior knowledge to conceptualize specific situations, and to predict what will happen to particular people or groups, and why.

Experimental research, which falls in the quantitative paradigm, is not primarily concerned in describing past or present events but in describing the consequences of a direct intervention into the status quo. Regarding scientific research, Ogunniyi (1984) maintains that a researcher poses good questions and formulates hypotheses to answer those questions, collects relevant data to test the hypotheses and draws valid conclusions on the basis of his/her findings.

3.3.2.1 Nature of data and statistical analysis

Quantitative data according to Ogunniyi (1984), have numerical values and hence, are useful for prediction while qualitative data are those described by verbal or non-numerical entities, e.g. good, poor, hard, soft, effective etc.

Ogunniyi goes on to say statistical analysis involves the procedure of analyzing quantitative data. In its singular form i.e. statistic, it refers to the result of a particular analytic procedure, e.g. mean, standard deviation and t-test. It helps to describe and infer, hence the name descriptive and inferential statistics.

3.3.2.2 Purpose of quantitative research

Ogunniyi (1984) points out that quantitative research is the systematic study of natural phenomena so as to explain and control such phenomena. It involves at least four main steps namely, posing the problem in the form of good questions, formulating a hypothesis which will help to answer the questions raised, gathering relevant data to test the hypothesis and drawing a valid conclusion which explains the problems or raises further questions.

3.3.3 Qualitative research paradigm

Qualitative research is the study of things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them. It includes interviewing, questionnaires, observations, document analysis, triangulation, etc.

According to Babbie and Mouton (2002:270) qualitative research has the following distinguishing key features:

- ☞ Research is conducted in the natural setting of social actors.
- ☞ The researcher focuses on process rather than outcome.
- ☞ The actor's perspective, that is the insider's view, is emphasized.
- ☞ The primary aim is in-depth descriptions and understanding of actions and events.
- ☞ The qualitative researcher is seen as the main instrument in the research process.

3.3.3.1 Types of qualitative research studies

There are generally five types of qualitative research studies namely ethnography, action research, clinical studies, grounded theory-building and ethno-methodological studies or field research.

Frankel and Devers (2000:251) briefly identify three key elements of qualitative research designs. According to them, the logic of qualitative research is often inductive, rather than deductive, and consists of describing people's and groups' particular situations, meanings and experiences. Then they believe, qualitative research designs are often emergent and flexible, and the research itself is quite dynamic. Finally, they say, the qualitative research process is non-linear and non-sequential.

The qualitative researcher's task often consists of describing and understanding people and groups' particular situations, experiences, and meanings before developing and/or testing more general theories and explanations.

Frankel and Devers conclude that the researcher and research subjects, their relationship, and the research setting are all subject to development and change. Not all aspects of the design can be managed or controlled by the researcher. An important observation these authors make is that the key is developing and using a research design that is appropriate for the research objective.

According to Myers (2001), qualitative research is appropriate for the study of social and cultural phenomena while Patton (1990) maintains there is a very practical side to qualitative research methods that simply involve asking open-ended questions of people and observing matters of interest in real-world settings in order to solve problems.

A qualitative approach would be appropriate if the researcher aims to gain a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population. Qualitative research aims to provide an explicit trend of the structure, order, and broad patterns found among a group of participants.

It generates data about human groups in social settings and does not manipulate variables, or impose the researcher's operational definitions of variables on the participants. According to Denzin and Lincoln (1998), it rather lets the meaning emerge from the participants. It is more flexible in that it can adjust to the setting and concepts. Furthermore data collection tools and data collection methods can be adjusted as the research progresses.

In essence, qualitative research aims to get a better understanding through first hand experience, truthful reporting, and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings, and how these meanings influence their behaviour.

Psychologists, anthropologists, sociologists, and program evaluators use observation extensively in studies. Direct observation, which occurs in a natural setting, not a laboratory or controlled experiment, reduces distortion between the observer and what is observed or otherwise stated observations that are recorded by using an instrument (e.g. questionnaire). In this study, the researcher utilizes questionnaires and employs quantitative methods such as tables and charts to draw meaning from the data.

3.3.3.2 Stages of the process

While the process of research entails a number of stages, the qualitative researcher places emphasis on the methods of observation and analysis.

LeCompte and Preisle (1993:234) provide more insight into the process of research by listing the five stages of qualitative research as:

1. Formulation and consideration of preliminary research questions and theoretical frameworks.
2. First days in the field—identification of who and what can serve as data sources and how co-operation from those data sources can be obtained. Techniques for collecting data are chosen, and methods for data storage and retrieval are established.
3. Data collection.
4. Data analysis.
5. Conclusion drawing and report writing.

3.3.3.3 Natural context and the role of the researcher

Qualitative enquiry should be conducted when subjects are in their natural context i.e. where they live, produce, behave in a normal and relaxed manner etc. Maykut and Morehouse (1995:45) concur when they state that qualitative researchers are interested in understanding people's experience in context as personal meaning is tied to context. They underline that the natural setting is the place where the researcher is most likely to discover, or uncover, what is to be known about the phenomenon of interest.

Maykut and Morehouse (1995:46) points out:

While researchers are certainly pivotal in more traditional research approaches, the qualitative researcher has the added responsibility of being both the collector of data and the culler of meaning from that data, which most often is in the form of people's words and actions.

3.4 Research design

Babbie and Mouton (2002:72) maintain that research design addresses the planning of the inquiry, designs a strategy for answering a research topic or question by specifying as clearly as possible what the researcher wishes to research, and sets a plan in place to do the research in the best way possible. Qualitative design is made up of three stages of design, i.e. the design decisions at the beginning of the study, design decisions made throughout the study, and the design decisions made at the end of the study. According to Babbie and Mouton (2002:281), qualitative research designs share the following features:

- ☞ a detailed encounter with the object of study
- ☞ an openness to multiple sources of data; and
- ☞ a flexible design feature that allows the researcher to adapt and make changes to the study where and when necessary.

The researcher elaborates in chapter four why he chose to use research statements, interviews and questionnaires.

The researcher concurs with Silverman (2001:35) that in some cases the combination of qualitative and quantitative research methodologies can be beneficial to the researcher. Although the researcher had decided to essentially use qualitative methods when engaging in the study, he also makes ample use of quantitative design elements when he presents the data and culls meaning from it. Therefore some of the data is recorded in the form of tables and charts.

Because scores and percentages are recorded in the tables and the charts, one can more readily make comparisons and draw conclusions from the statistics as they appear, for example, the average score (between 1 and 10) that respondents gave to a particular skill a principal should have as compared to the percentage (%) of respondents who scored that same skill between 1 to 5 (the top half of the priority scale). This form of presentation of the data makes it easier for the reader to immediately understand the significance of the data and to draw conclusions and make inferences about the data.

3.4.1 Method of data collection

Self-report data in the form of questionnaires and interviews will be key to inform the researcher on the respondents' similar or contradictory views on the literature informing the study. During the observations and audio-recorded interviews, the researcher will make notes and eventually transcribe all data collected for electronic recording purposes.

The keeping of a reflexive electronic journal is but one facet of the important process of building up documentation in qualitative research. According to Lincoln and Guba (1985), in building up such a set of documents, the researcher is “laying a paper trail” open to external audit.

The researcher will conduct interviews with the principals of the six selected schools using a semi-structured method. A semi-structured interview schedule is used because although there are predetermined numbers of questions, the researcher is able to modify the order or phrasing of the questions to fit the context of the interview and provides opportunity for the interviewee to respond because of the questions being open-ended.

Semi-structured interviews according to May (2001) have the following characteristics:

- They are normally specified, but the interviewer is free to probe beyond the answers in a manner which would appear prejudicial to the aims of standardization and comparability;
- They make greater allowance for respondents to answer on their own terms;
- The interviewer can seek both clarification and elaboration on the answers given, therefore allowing the interviewer more latitude to probe beyond the answer.

Before conducting interviews with the six selected principals, the researcher considered it appropriate to first conduct a pilot interview with the principal of another primary school in circuit one of EMDC Metropole East. In the researcher's opinion, this additional interview would offer him as a novice, valuable insight into the interview process. The researcher was hoping that this exercise would eliminate possible logistical and technical errors that could be avoided.

Testing the recording equipment, the estimation of the duration of the interview and the interviewee's comprehension and conceptualizing of the questions were among the technicalities that the researcher was on the lookout for.

The school principal had arranged that the interviews be conducted during school hours with minimal interruption of the academic programme. The interviews were conducted in the principal's office, where an atmosphere prevailed which was conducive to the interview process.

The researcher then secured prior permission from each of the seven respondents (including the pilot interview) for the use of a recording instrument- a video recorder. Mason (2000) views the tape recorder as a way of being accurate regarding the issue of verifiability. This instrument certainly prevents an instance of crucial, unwritten data being lost. Responses to research statements, interviews, and questionnaires are accepted in either Afrikaans or English depending on the preferences of the respondents. The data to be obtained from the interviews and questionnaires is systematically categorized according to the respondents' responses to the questions put to them.

3.4.2 Sampling

In research it is difficult to account for every subject, object or situation. As a result, researchers normally select only a sample that is a truly representative sub-set of a population. Researchers are very much concerned about determining the adequacy or size and the representativeness of a sample.

Too small a sample may result in crucial characteristics of the population remaining undetected while too large a sample may require a very large number of researchers to obtain accurate data about the population. Therefore there are statistical procedures for determining the size of a sample. According to Ogunniyi (1984), the rule of thumb however, is that between one fifth and one twentieth should be an adequate sample for a population in which the respondents are randomly distributed.

The researcher is therefore required to include a sample of between two and nine schools out of the population of forty-four primary schools in the study.

The population for this study therefore, is the principal, deputy principals and HOD of the forty four urban primary schools of circuits one, three and six of the Metropole East EMDC. The researcher's sampling concentrates on the principal, deputy, and HOD of six urban schools in Metropole East EMDC. This choice of sampling attempts to incorporate into the study the different schools that were previously separated on racial grounds as well as the demographics of the Western Cape Province.

Consequently, the researcher randomly selected three schools i.e. 50% from the previous House of Representatives i.e. the so-called coloured schools, two schools i.e. 33% from the previous Department of Education and training i.e. the so-called black schools and one school i.e. 17% from the previous House of Assembly i.e. the so-called white schools. Through this the researcher hopes to give meaning to what Mason (2000) refers to as producing social explanations to intellectual puzzles.

The selection of primary schools for the study was decided based on the researcher's twelve years experience as a primary school principal. Six primary schools were decided upon in order to have manageable data for the study. According to Mason (2000), this ensures that the study is systematically and rigorously conducted and that it will hopefully have a wider resonance in the educational terrain.

3.4.3 Instruments of data collection

Three instruments of data collection are used in the study viz.

1. A list of research statements that the principal of each school is asked to respond to;
2. An interview with the principal of each school.
3. A questionnaire completed by one deputy principal and one head of department of each school;

The principals are asked to respond to a list of research statements that probe specific as well as broader issues relating to leadership development in schools in preparation for their in-depth semi-structured interviews.

The fourteen categories that are covered in these research statements include:

1. The effect of improved leadership skills of the principal on the improvement of the performance of the school.
2. Enquiring about initiatives toward leadership development for primary school principals.
3. Equity of opportunity for leadership development.
4. Developing managerial skills as opposed to other aspects of leadership development.
5. Principals leading/managing the curriculum- the focus on or neglect thereof.
6. Leadership development programs- are they sustained and systemic or not.
7. The feeling of neglect in the area of developing school principals that exists among the school leaders, especially toward the WCED.
8. Consensus about the principals' role as educational leaders to provide environments in which learners will succeed.
9. The significance of improvement of leadership capability and 'building capacity' for future learning and development in improving schools.
10. The enhancement of individual and collective school improvement by a focus on the development of leadership across a learning network of schools.
11. The nature of school leadership- advocating, nurturing and sustaining a school culture and instructional programme conducive to student learning and staff professional growth.
12. Leadership development- does it empower principals to transform their practice.
13. Leaders- are they willing to share their power and authority?
14. Suitable and adequate mechanisms for leadership development and training.

These statements intend to elicit a particular response of either support or disagreement from the principals and to motivate them to consider their own experiences in the light of these statements.

The interview schedule for the principals covers areas such as skills, leadership roles, curriculum, ethos, human resource management, financial management, needs, obstacles, common challenges, responsibilities of leadership development, current sources of leadership development available, support and recommendations.

Because the questions on these topics were open-ended, the researcher was led by the interviewees' responses to delve deeper in the case of some of the principals.

The DPs and the HODs completed questionnaires that were personally distributed by the researcher to each one and collected from them after completion. The respondents were given two weeks (over the school vacation) in which to complete the questionnaires.

These questionnaires covered categories such as biographical information, qualifications, leadership training received, requirements and skills/qualities for the job, challenges, departmental assistance, definitions of leadership and management, values, opportunities and types of development received and recommendations.

Verification amongst them would involve exploring their leadership in relation to the quality of decision-making, setting priorities, relations with educators and learners and how their leadership skills are realized in their monitoring of teaching and learning.

Such an approach is not without its difficulties; therefore Glaser and Strauss (1967) advise constant scrutiny of the extent to which the researcher can draw valid inferences or explanations from such qualitative data.

The questionnaire has the following advantages as spelled out by Busha and Harter (1980):

- ☞ adequate time and space allowed for respondents to answer the questions.
- ☞ respondents have the right to remain anonymous.
- ☞ large quantities of data can be obtained in a relatively short period.
- ☞ greater access to people with higher education.
- ☞ data can easily be collected and analysed.

Denzin and Lincoln (2003:147-148), citing Flick (1998) and Silverman (1993), offer the following motivation for using more than one method of data collection:

However accuracy is construed, researchers don't want to be inaccurate- caught without confirmation. To reduce the likelihood of misinterpretation, researchers employ various procedures.

Acknowledging that no observations or interpretations are perfectly repeatable, triangulation serves to clarify meaning by identifying different ways the phenomenon is being seen.

In the context of this study, the researcher aims to ensure objectivity. Two critical issues in regard to objectivity are reliability and validity. To this end, the researcher as stated earlier, uses a set of research statements, interviews and questionnaires with three different categories of respondents viz. principals, deputy principals and heads of department. He pursues this by using triangulation that is a means to enhance the internal validity of the study.

The researcher goes into more detail about triangulation and its use in his research design and methodology later in the chapter.

3.5 Research techniques

The following suggestions by Janesick in Denzin et al (2000:386) were kept in mind when the researcher devised the interview schedule and the questionnaire:

- ⇒ Qualitative design requires the researcher to become the research instrument. This means that the researcher must have the ability to observe behaviour and must sharpen the skills necessary for observation and face-to-face interviews;
- ⇒ Qualitative design incorporates informed consent decisions and is responsive to ethical concerns and
- ⇒ Qualitative design requires the construction of an authentic and compelling narrative of what occurred in the study and the various interactions with the participants.

Ndagi (1984:56) distinguishes four main types of interview processes, namely structured, semi-structured, non-directive depth and focused.

The semi-structured interview and the non-directive depth interview types allow for flexibility and few restrictions and they allow participants to talk freely and fully on a particular topic/question.

The researcher found this to be true when he discovered the ease and comfort with which the respondents co-operate and engaged with the questions even though they appeared cautious and hesitant at first. During the pilot interview and even in the initial stages of the other interviews, it became clear to the researcher that the principal appears to experience the interview as an investigation or a test of their skills and competence. They wanted to impress the researcher with the “correct” answers. The researcher however reassured them that he expects them to be absolutely honest and forthright in sharing their experiences as related to the questions- whether they may regard it to be positive or negative.

The open-ended research statements is the most appropriate form for this research project as it allows the principals an opportunity to substantiate his/her answers in the interview session, as the research statements are so structured that it forms an extension of the interview questions.

Ndagi (1984:60) differentiates between three forms of questionnaires: structured or closed form, semi-structured or open form, and pictorial form. In the semi-structured or open form questionnaire chosen by the researcher, appropriate questions pertaining to the topic were formulated and handed to the respondents personally.

The type of questions was extracted from Janesick in Denzin and Lincoln (2000:382) and Green (2004). Consideration is therefore given to the following types of questions:

- ☞ Questions concerning the quality of the topic;
- ☞ Questions regarding the meaning or interpretation of the context under study;
- ☞ Questions related to the whole system, as in a classroom, school and home;
- ☞ Questions regarding the political, economic, or socio-psychological aspects of organizations and society;
- ☞ Questions regarding the hidden curriculum in an organization (school).

3.6 Data analysis

3.6.1 Coding

Codes are tags or labels for assigning units of meaning to the data in its reduced form. Some authors use label and category in the same sense as codes. Some researchers prefer category to refer to a collection of codes sharing some commonality. These codes are not predefined. They emerge from the data. They are conceptual rather than a summary of the data.

For the purposes of this study, the researcher used codes **P₁**, **P₂**, **P₃**, **P₄**, **P₅** and **P₆** for the six school principals and **DP₁**, **DP₂**, **DP₃**, **DP₄**, **DP₅** and **DP₆** for the six deputy principals. The codes **HOD₁**, **HOD₂**, **HOD₃**, **HOD₄**, **HOD₅** and **HOD₆** were used for the six HODs.

3.6.2 Analysing responses

While advanced concepts and evidence for their support and/or refutation are checked, for the researcher the major problem remains how to present the data in a brief but meaningful form.

Even though the DPs and the HODs completed the same questionnaire, their responses either support or differ from each other significantly. Because all the research instruments used essentially have the same focus, the researcher finds that there is a strong correlation between the three groups' responses.

When the researcher familiarizes himself with the data it, gives a sense of what leads him to want to follow up on the process, and also, a sense of what gaps there are and what he would like to add or correct. For this reason it is important for the researcher to do an initial inspection of his data as soon as possible after the data were collected- preferably before the next round of data collection at the following school. The interview schedule is included as Appendix C.

After having conducted the research, the researcher reads, rereads the raw data that appear in text form and listens, re-listens to the raw data appearing in audio form.

The context or background of behavior is included in observations of both respondents and their environment but the researcher is cautious to avoid possible snares that may affect reliability and validity, as well as observer influence and memory distortion.

3.7 Triangulation

Miles and Huberman (1994) believe that the quest for more sophisticated procedures to secure objectivity in qualitative research, is increasing. Two critical issues in regard to objectivity are reliability and validity. This is done in the context of this study about principals' leadership development. In conceptualizing "internal validity", the researcher follows Miles and Huberman (1994:278), who state that internal validity has to do with questions such as "Do the findings of the study make sense? Are they credible to the subjects we study and to our readers? Do we have an authentic portrait of what we were looking at?"

As stated earlier, for the purpose of this study, the researcher uses a set of research statements, interviews and questionnaires.

He engages with three different categories of role-players viz. principals, deputy principals and heads of department for the purpose of applying methodological triangulation.

Triangulation is a means to enhance the internal validity in a qualitative study. In the triangulation procedure, data collected with various instruments were analysed and related to each other. Gliner (1994) described triangulation as a method of highest priority in determining internal validity in qualitative research. The process of triangulation through the use of a set of research statements, interviews and questionnaires will ensure a measure of data quality in the study.

For Meijer et al (2002:147), triangulation in social science research basically refers to a process by which a researcher wants to verify a finding by showing that independent measures of it agree with or, at least, do not contradict it.

These authors cite Miles and Huberman (1994) who distinguish five kinds of triangulation in qualitative research:

- ☞ Triangulation by data source (data collected from different persons, or at different times, or from different places);
- ☞ Triangulation by method (observation, interviews, documents, etc.);
- ☞ Triangulation by researcher (comparable to interpreter reliability in quantitative methods);
- ☞ Triangulation by theory (using different theories, for example, to explain results);
- ☞ Triangulation by data type (e.g. combining quantitative and qualitative data).

While more than one type of triangulation can be used in the same study, the type of triangulation chosen depends on the purpose of a study. In this study, the researcher focuses on triangulation by data source, by method and by data type.

The researcher uses the research statements, interviews and questionnaires for triangulation purposes based on Kopinak (1999:171) who points out that triangulation by method is more commonly known as methodological or multi-method triangulation and entails gathering information pertaining to the same phenomenon through more than one method, primarily in order to determine if there is a convergence and hence, increased validity in the findings of this study.

In such a triangulation procedure, the way data are analysed is of major importance. Data analysis can be approached in various ways. Meijer et al (2002:147) cites Smaling (1987) who describes three approaches to the analysis of qualitative data. The first is an intuitive approach: an individual researcher intuitively relates data from various instruments to each other. The quality of this approach depends on the quality of the researcher's intuition, and it is often not possible to replicate the study.

A second approach to triangulating qualitative data is a procedural approach: the focus is on documenting each step that is taken in the triangulation-by-method procedure in order to make it transparent and replicable.

The third approach is the inter-subjective approach in which a group of researchers tries to reach agreement about the steps to be taken in the triangulation-by-method procedure.

3.7.1 The triangulation procedure: Analysis and results

In this study, the researcher regards triangulation as a process of combining and synthesizing data or results that are gathered using various instruments. The researcher uses research statements, interviews and questionnaires- each having their own focus and shedding light upon different elements of what makes up school leaders' practical knowledge.

Triangulation in this study is not a matter of establishing whether analysis of the data from each of the three instruments would lead to the same results as Gliner (1994) maintains, but instead, the data from the instruments are combined to develop a comprehensive view of school leaders' practical knowledge about the development of primary school principals.

3.7.2 Participants and instruments

The research statements, semi-structured interviews and the questionnaires are meant to elicit the ideas of the principals, deputy principals and heads of department about various aspects of school leadership. The semi-structured interviews and the questionnaires are both further meant to capture the respondents' knowledge and beliefs.

Together, they are thought to provide a comprehensive picture of the respondents' practical knowledge concerning the leadership development of primary school principals.

3.8 Ethical considerations

Prior permission from the WCED (see Appendix A), the principals, deputy principals and heads of department is secured in order for the researcher to adhere to the ethical integrity of the study. The interviewer solemnly promised the respondents in writing that their responses would be treated with confidentiality (see Appendices B and H) and trust and assured them that they could express their views freely. Coding of schools and respondents further ensured confidentiality.

Before the start of the individual interviews the researcher again assured the participants that their identity would under no circumstances be compromised or divulged. The respondents were also assured that all information would remain confidential even though they agreed that their interviews could be recorded, transcribed, and analysed. In the final analysis, the researcher accepted sole responsible to uphold research ethics by promising total anonymity and confidentiality. This was of utmost importance because the participants trusted and welcomed the researcher into their personal environment where they felt safe.

However, with regard to the above, Denzin and Lincoln (2003:154) cautions that:

It is important that researchers exercise great caution to minimise risks. Even with good information, the researched cannot be expected to protect themselves against risks inherent in participation. Researchers must follow rules for protection of human subjects. Breach of ethics is seldom a simple matter; often it occurs when two contradictory standards apply, such as withholding full disclosure in order to protect a good but vulnerable subject.

The researcher acknowledges his obligation to ensure that the participants are assured of his integrity to present their views accurately and objectively.

3.9 Summary

The theoretical paradigm that will be informing the research study is a descriptive approach that is embedded in a qualitative research framework. Both the quantitative and the qualitative research framework are chosen because they contain elements relevant and necessary for the study.

Mason (2000) states that a study can be described as descriptive, explanatory and qualitative in nature if it adheres to the following criteria:

- ☞ It is grounded in a philosophical position that is broadly interpretive.
- ☞ It is based on methods of data generation which are flexible and sensitive to the social context in which data are produced and
- ☞ it is based on methods of analysis and explanation building, which involve understanding of complexity, detail and context.

The researcher maintains in this regard, that this study can therefore be regarded as descriptive, explanatory and qualitative in nature.



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CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter deals with the data collected during the fieldwork that the researcher conducted in order to address the aim of this study, *“Leadership training and development of principals at selected primary schools in the Western Cape”*. The data was collected at six primary schools using a set of research statements, semi-structured interviews with six principals and questionnaires completed by six deputy principals and six heads of department at the schools. Altogether eighteen school leaders participated in the study.

The data or responses are organised so that the researcher looks across all respondents and their answers in order to identify consistencies and differences. The researcher followed the five step approach to analysing and interpreting narrative data as suggested by Taylor-Powell and Renner (2003:1-2), i.e. getting to know your data, focus the analysis, categorise information, identify patterns and look for connections and interpretations.

As stated in the previous chapter, for reasons of confidentiality, the interview respondents are coded as follows:

The principals as **P₁, P₂, P₃, P₄, P₅** and **P₆**, the deputy principals (DPs) as **DP₁, DP₂, DP₃, DP₄, DP₅** and **DP₆** and the heads of department (HODs) as **HOD₁, HOD₂, HOD₃, HOD₄, HOD₅** and **HOD₆**.

4.2 Research Statements (see Appendix C)

The principals were asked to respond to a set of fourteen research statements that were designed to elicit their response on matters relating to school leadership and management as part of the preparation for the interviews to be conducted with them. Details of the statements have already been given in the previous chapter.

4.3 Interviews (see Appendix E)

With prior permission from the WCED (see Appendix A), the researcher first entered the schools to distribute the research statements (see Appendix C) and explain his expectations concerning them to the principals. During this same visit the researcher distributed the questionnaires (see Appendix I) to the DPs and the HODs- also explaining what was required for the completion thereof. He then returned two weeks later to conduct the interviews with the principals and collect the questionnaires from the DPs and HODs.

Before conducting interviews with the selected principals, the researcher first conducted a pilot interview with a principal not in the sample. This was done to assist the researcher who, as a novice, wanted to eliminate possible logistical and technical errors that could be avoided. Testing the recording equipment, estimating the duration of the interview and the interviewee's comprehension and conceptualizing of the questions were among the issues that the researcher wished to look at. The pilot interview data was not considered for analysis as part of the sample. All the school principals who participated had arranged that the interviews be conducted during school hours with minimal disruption of the academic programme. The interviews were conducted in the principal's office, where an atmosphere prevailed which was conducive to the interview process. The researcher and interviewees were seated comfortably in such a way that eye contact and other observations could be made without the researcher being intrusive.

After initial introductions, a brief outline of the research was given to the interviewees. Their consent was reaffirmed and their anonymity and confidentiality were assured in writing. This document is attached as Appendix B.

One principal's mother tongue is English, two of them have Xhosa as their mother tongue and for three of them Afrikaans is their mother tongue. On their request, the researcher arranged that **P₁** and **P₂** could respond to the questions in Afrikaans and committed himself to do the translations to English. To facilitate this, the questions to these two principals were asked in both English and Afrikaans.

4.4 Questionnaires (see Appendix I)

The DPs and HODs were briefly interviewed during their periods assigned for administrative work, in the principals' offices, about what was required when they completed the questionnaires- again to minimize disruption of the normal academic programme.

While none of the DPs and HODs' mother tongue is English, five's mother tongue is Xhosa and seven's mother tongue, Afrikaans. Because all the questionnaires were written in English, the researcher first went through each question with the respondents in order to ascertain an acceptable level of comprehension of the questions to ensure optimal responses from the participants.

Four of the schools in the sample have more than one DP post and all the schools have more than one HOD post. Therefore the researcher randomly selected one DP and one HOD from each school. The number of schools in the sample for the study represented 13.64% of the total number of schools in the population of 44 primary schools in the three selected circuits and 5.13% of the total population of 117 primary schools in the EMDC East Metropole, while the DPs and HODs who participated represented 33.3% of the SMT population of the schools in the three circuits. All the participants returned their completed documents to the researcher.

4.5 Principals

4.5.1 Biographical data, qualifications and experience of principals (see Appendix F)

50% of the principals are over 50 years of age while 33.3% of the principals are aged between 31 to 40 years of age. One of the principals is aged between 41 to 50 years. The principals were equally split in terms of gender.

In terms of their teaching experience, 66.67% of the principals have more than 20 years and 33.33% of them have 13 to 19 years experience. Half of the principals have 4 years and less experience as a senior teacher while the other half have between five and eight years experience as a senior teacher.

66.67% of the principals have been a HOD for 0 to 4 years before becoming a DP.

All of them had HOD experience of less than 7 years before becoming a DP. Similarly four of them had been a DP for 0 to 4 years before becoming a principal. The fifth had 5 to 7 years and the last one 8 to 12 years experience as DP before becoming a principal.

However, their years of experience as principals vary from 0 to 19 years, with 50% having less than 7 years and 50% between 8 and 19 years. Only one principal has more than 13 years experience as principal.

All the principals have the basic qualification, REQV 13 required by law for appointment to any teaching post. 50% of them further have a bachelor's degree while 66.67 % of them have an honours degree. None of the principals have a master's degree or a doctorate.

When asked whether they have a qualification in leadership and management, 50% of the principals indicated that they have done short courses in organisational development skills and leadership and management. However, only one of the principals is currently studying- doing a diploma in educational management in order to improve her qualifications.

All the above data is recorded in the appendix attached as Appendix F.

4.5.2 Responses to research statements (see Appendix D)

Statement 1

There is general acceptance of the concept that improved leadership skills of the principal can contribute significantly toward the improvement of the performance of primary schools in the Western Cape.

All the principals agreed with this statement confirming the evidence in literature discussed in chapter one to support this statement. Levine and Lezotte (1990) for example also found that research on school effectiveness shows that excellent leadership is one of the main factors in high performing schools.

P₁ simply states “The better equipped the principal, the better the school” while **P₄** points out that even though some of the principals have been adequately trained at universities, principals need continuous leadership training so as to be able to initiate and manage change in their schools.

Statement 2

Commendable initiatives toward leadership development for primary school principals exist within the Western Cape and include the programmes that are run by educator’s employee organization, tertiary institutions and schools staff development initiatives.

There was general disagreement among principals here with **P₁** saying he is not aware of them and if there are any, they should be better marketed. **P₂** and **P₅** responded with an emphatic “no!” **P₅** added that she has to initiate the principals’ development programmes through NGOs while the unions are focusing on post level one site stewards, not on principals.

While **P₃** and **P₄** maintain that such initiatives exist, **P₃** found that most of these presenters have never been in the position of a principal. According to **P₆** leadership development is not structured but isolated.

Statement 3

Equity of opportunity for leadership development is lacking. Departmental efforts appear to be aimed primarily at school principals, while other school leaders are neglected.

Of all the principals, only **P₂** and **P₃** feel that opportunities are given to all leaders at their school to develop. **P₂** expressed appreciation for the WCED for sending the newly appointed HODs on training courses. In agreeing with the statement, **P₆** emphasised that no principal can manage in isolation.

Statement 4

Strong emphasis is placed on developing managerial skills while other aspects of leadership development are neglected.

Again there was consensus among the principals with P₁ adding that we need more true leaders at school- people with vision and not necessarily managers. P₅ is of the opinion that one cannot manage without leadership skills and goes on to say there is a need of leadership skills that are not just general. The focus should be on the principal as a leader at a school. P₃ feels that there are so many other aspects that a leader needs to develop like communication skills, listening skills, and counseling skills etc.

This position of these principals is significant in the light of the Task Team report of the DoE (1996:14) that pointed out in 1996 already that managers require new skills and styles of working, capability of providing leadership for teams and ability to interact with communities both inside and outside the system.

Statement 5

Curriculum development (leading/managing the curriculum) is not receiving the necessary attention.

There were mixed responses to this statement. P₁ agrees and says the principal has other, more important functions and roles of leadership to play at school. While P₂ also seemed to agree, he added that the only problem is that the planning on the Department's side is always left for the last moment. While P₃ felt strongly that curriculum development in any school plays a vital role, P₄ notes that the curriculum specialists appointed by the WCED are not adequately trained to manage the curriculum.

P₅ holds the view that curriculum development *is* receiving attention although it's limited. She feels that the attention needs to be continuous and followed up. P₆ agrees but also says it is not sufficient.

Statement 6

*Leadership development programmes are generally **not** sustained and are **not** systemic.*

P₁ disagrees with the statement because he felt that the opportunities that he had had were sustainable e.g. from his union and the University of Stellenbosch. This comment is interesting as P₁ is a member of a union that previously had predominantly white members. P₅ earlier said her union, previously dominated by black and coloured membership, focused their development efforts only on post level one shop stewards.

On the other hand P₂ agrees, noting that the general feeling is that these programmes are always sporadic. He is supported by P₃ who says workshops are presented to leaders and then there is no follow-up. While P₆ agreed with the statement, she added that facilitators should be players in the field of education by saying, “They must experience reality in SA education (e.g. discipline problems, poverty etc.)”

Statement 7

A feeling of neglect in the area of developing school principals exists among the school leaders, and this feeling especially extends toward the WCED.

In this regard, each principal's comments in support of this statement deserve to be reflected here.

P₁ responded with an emphatic “Definitely!” According to him “ordinary or average” school managers seem to be good enough for WCED instead of excellent and well-equipped leaders.

P₂ is even more forthright in saying, “WCED is taking chances with regards to who is running the schools.” P₃ wants any candidate to get the necessary training and exposure before he/she is promoted into a principal's post. P₄ says the WCED does not take the initiative to develop principals.

P₅ tells of the principals who are going it alone by organizing themselves and forming principals and deputy principals associations for professional development and uniformity while P₆ bluntly says, “ Principals are thrown into the deep and expected to perform.”

Statement 8

There is absolute agreement among school leaders that our role as educational leaders is to provide environments in which learners will succeed.

Whilst it may have been the intention of the statement to elicit responses around the “academic” climate and “learning” environment from the principals, it was an eye-opener and extremely interesting to hear their responses which included broader social and community issues rather than just school matters.

P₁ regards environments in which our learners can excel to be safe, drug-free etc., to be important. For **P₂**, a principal of an ex-HOR school, smaller classes, a change in the educator-learner ratio, real “free education” and relief from the struggle for funds constitute the right environment in which learners will succeed. **P₃** also hinted at the social context from which learners come and the need for them to be given the opportunity to develop to the fullest- to be motivated and encouraged each day. **P₆** goes further than just the safety of learners but refers to how the threat to educators’ safety has become a matter of great concern.

Statement 9

The improvement of leadership capability and ‘building capacity’ for future learning and development are significant in improving schools.

Two of the principals pointed to their employer’s responsibility with regards to their capacity building, in their response to this statement. **P₁** feels that this is something that the WCED should address very seriously while, according to **P₂**, it plays a significant role in what will happen in the future. **P₆** concurs with them when she says, “If WCED continues to provide opportunities in which managers can improve their skills, then the future of education in SA will be significantly improved.”

In his own account, **P₄** made the point that education is not static. There are constant changes and transformation, he says. “It’s therefore very important that capacity building is done regularly so that people are able to cope with the changes in education.”

It is interesting that P₅ makes a call for compulsory courses for current principals and as an entry requirement to principalship for future principals.

Statement 10

Individual and collective school improvement can be enhanced by a focus on the development of leadership across a learning network of schools.

One respondent, P₁'s response was a clear indication that this statement had triggered new possibilities in his mind with regards to the concept of a learning network of schools. He immediately suggested that the circuit managers should drive the process of setting up such a network. P₂ and P₃ concur with this suggestion by saying we learn from each other and it's also a chance to speak about the different challenges that leaders are exposed to.

Statement 11

School leadership is about advocating, nurturing and sustaining a school culture and instructional programme conducive to student learning and staff professional growth.

Only four principals responded to this statement. For P₁ it is a process, a permanent investment into the future of people that must be done continuously. P₂ sees school leadership as always allowing staff the freedom to try new ways of doing things. P₄ recognizes that if leadership has a vision for the school, the staff and pupils will have values that would be conducive to teaching and learning. According to P₅, "Staff development programmes are very important for professional growth. Even for our learners and parents not only SGB only to promote ownership of the school."

Statement 12

Leadership development should be empowering insofar as it equips educational leaders with the knowledge and skills required to reflect on and transform their practice.

P₃ interpreted this statement as referring to a leader's ability to reflect on his/her leadership style and his/her ability to adapt to circumstances.

She goes on to link the school's growth to the principal's willingness to reflect on his/her practice and says growth will only take place if a leader reflects honestly and truly and identifies shortcomings. P₄ seems to understand that leadership development would enable the principal to keep abreast of the constant changes that occur because education is not static.

P₆ suggests that development planning could be the tool to deal with transformation in practice, as it has become the reality of the new era of change.

Statement 13

*Leaders are **not** willing to share their power and authority with other staff members.*

This statement was included bearing in mind that power and real authority, as stated earlier in chapter one, were for many years, concentrated solely in the hands of an elite few and the masses were indiscriminately led by these few, resulting in a culture of passivity and resistance. According to the literature therefore, the sharing of power and authority in the school leadership context is relatively new in the South African context.

In their response however, all the principals seem to refute this position by stating clearly that not only do they believe principals should share their power with other staff members, but that they actually do just that. There are many leaders according to P₁ who are actually very keen to share their power and authority with other staff members. P₂ and P₃ however caution that principals should be wary of not sharing their power indiscriminately.

P₄ shares this sentiment and adds that the leader is always held accountable for whatever happens.

P₅ believes it is important for a leader to set an example to his/her staff members in this regard while P₆ refers to the new South African Schools Act that according to her, commands a co-operative management approach.

Statement 14

There are suitable and adequate mechanisms in place for leadership development and training.

Three principals, **P₁**, **P₂** and **P₄** indicate that they agree with this statement. While **P₁** concedes that he may not know enough, he is nevertheless convinced that mechanisms must be available.

P₂ however appeals for a more structured means of development and one central body that does all the training. He says the general feeling is “that the one does not know what the other is doing” It leads to over-loading and frustration for the trainee. **P₅** points out that principals have to take the initiative to attend leadership training. **P₆** is adamant that mechanisms might exist but that they’re not close enough to be effectively accessed for development and training opportunities.

4.5.3 Responses to the interview questions (see Appendix G)

Skills needed for principalship

As a school principal, the researcher expected the respondents to list a wide variety of skills bearing in mind that they have been principals for between four and nineteen years and the majority of them have more than twenty years teaching experience. The principals were unable to list some of the skills needed for principalship. The researcher therefore concluded that they do not fully understand or know exactly what skills they need in order to fulfill their role as principals of their schools. Their lack of an adequate response seemed to support the findings of the Gauteng survey (Bush 2004, Bush and Joubert 2004, Bush and Heystek 2005) that suggest that principals do not fully understand or fulfill their role as leaders of learning.

From the principals’ limited responses, it became obvious that these principals at least need training in the roles and responsibilities of principals, deputy principals and heads of department.

The researcher’s initial assumption that one of the major challenges for the WCED is the development of appropriate leadership capacity in the school system where leadership skills are lacking in most principals, is consequently confirmed.

The first for **P₁** is HRM and staff development. A school principal should develop people, learners, staff and the broader community. **P₂** believes one must be skilled to do administration and be a people's person. It appears that **P₃** focuses strongly on social issues at school. So dealing with trauma, counselling of learners, how to assist parents especially in the sub-economic environment where learners live is a priority for her while **P₄** says a principal has to be able to guide the people to attain the vision of the school. Conflict resolution and problem solving is a priority for **P₆**.

Leadership Roles

In response to this question, **P₁** sees himself as the change agent at school because we're living in a changing world. **P₂** maintains his role is to empower his seniors to know what to do and to be able to continue the task when he's absent. **P₃** says, "the most important leadership skill that you need to have is to manage your school." and to give guidance to the SGB on how to govern the school. It is important for her to put structures in place and set aims for the school.

P₄ concurs with **P₃** about giving guidance to the new SGB but goes further with regards to knowing every member of the SMT. He believes a principal should know the SMT's strong points and its weak points. To **P₅** the principal's leadership role is about support generally - and guidance.

P₆ identifies her role as guiding the staff in the right direction, knowing the vision for the school and taking all stakeholders on board with this vision.

Curriculum

When asked about managing the curriculum, **P₁** says, when he moved closer to become and eventually became principal, he realised this is a responsibility that he can delegate. Even so he does not feel adequately equipped to drive the curriculum at his school, even though he attended a two week curriculum management course in 2003.

Says **P₁**, "I however still do not feel that I am well equipped to drive the curriculum at our school." **P₂** approaches it differently because he initiates the curriculum but not alone. I feel well-equipped. The staff at his school held many workshops and were always in contact with the EMDC.

At P₃'s school they have a curriculum committee, which consists of the SMT plus one educator of each grade. P₃ feels she has equipped herself to play that role by doing curriculum management training for various phases. She has however done no training in this EMDC even though she's been in this EMDC for a year.

P₄ reports that they have subject specialists i.e. the SMT. He regards them to be nearest to the people and that is why they are driving the curriculum. Even though he has to account for everything that happens in this school, he feels, "One can never say you are adequately equipped".

P₅ says the deputies are driving the curriculum at their school but they cannot drive it without the principal. She is also hesitant to say she is fully equipped. In 2003 she attended a course organized by the EMDC for two weeks on how to manage the curriculum as a principal.

P₆ and the curriculum co-ordinator works hand in hand as a team. She also did the two weeks training like P₅. She however also does not feel adequately equipped because there are always changes in the curriculum.

Ethos

P₁ who, at the time of the interview had been seconded to the EMDC as a focus school co-ordinator for three months, simply says the ethos of a school is "the atmosphere, the soul, the heart of the school. Yes, the culture." Driving it is a collective effort by all role players in his school. He regards his role as developmental because he believes people will otherwise not buy into it and take ownership. Even though they drive it through work sessions, he does not feel sufficiently equipped but says, "I remain a student". Here his enthusiasm about the questions filtered through when he said, "I can't wait to be at school again. I am being made aware of things that I can still improve at school." He would be returning to his school at the end of this year.

In the case of the other principals, **P₂**, **P₃**, **P₄**, **P₅** and **P₆** their responses were very similar. They regard ethos to refer to the culture of the school. While they agree that all stake-holders should participate in the process of establishing the ethos of the school, they insist that the principal should initiate it and drive it together with the SMT. The stake-holders they refer to include educators, learners, parents, SGB, local municipal counsellors, donors etc.

Interestingly though **P₃** raised the issue of the racial mix of her staff and learners as a new experience for her, “We only used to have coloured teachers and we only used to have coloured children. Now we have totally different races and cultures. I may not be equipped but I am willing to learn.”

Human Resource Management

P₁ I am not adequately prepared for post 1994 conflict. He has asked the EMDC to assist all principals in this regard, but to date nothing has been done. “I still hold “them” accountable”, he says. According to him his employer did not train and develop them adequately to deal with staff retrenchments- “they passed the buck to us.”

It was not until they consulted human resource managers, all on their own, that things began to improve. **P₂**, **P₃** and **P₄** share these sentiments with **P₃** again referring to her “changed circumstances” by saying, “It’s a different problem because now we’re talking about people of different races.”

P₅ on the other hand regards herself as being fully equipped to deal with conflict. She has been attending conflict resolution courses and also invited somebody from head office to address the staff on staff retrenchments to help the SMT to deal with it. **P₆** acknowledges that there is still room for development.

Financial Management

The principals' responses differ significantly on how they see their responsibilities for financial management, budgetary skills, determining schools fees and fund raising. Although P₁ firmly believes he is adequately prepared for these responsibilities, he agrees that principals are ill-prepared.

As a focus school co-ordinator, he experienced first hand how the principal of one of the schools in his cluster was unable to manage his school's finances efficiently. According to P₁ this principal desperately lacked training in the area of financial management. As an ex-HOA principal, he says their SGB treasurers were always prominent in business circles and extremely sharp.

So they helped him resulting in him being very well trained and in control. He is of the opinion that it depends on the type of parents that govern the school. In a less advantaged community, even ex-HOA schools battle. Where the chairperson does not have the expertise, problems arise. It's all about expertise, the principal's "kundigheid"- expertise.

Personally P₂ feels that he is not adequately prepared. P₃ refers to their finance officers who attend workshops and then return to school with new ideas. She feels the same should happen in the case of principals. P₄ seeks training on how to attract sponsors and other stakeholders in the community to invest in the school. He is eager to learn how to market his school.

After inviting the school-based management team to the school P₅, feels adequately equipped to manage the finances at school but P₆ thinks it's an area that the Department can give them a little bit more training in.

Needs

The kind of support that the principals are seeking include support from WCED, EMDC, and DoE, how to handle conflict, someone to talk to at times- not the CM but a school psychologist, computer literacy, human relations, full parental involvement and a safe environment at school.

Pointing to the WCED blaming principals for literacy and numeracy systemic test results among other things, P₁ feels he is being left to his own devices.

P₂ says it is lonely being a principal and believes this loneliness could be addressed amongst his peers while suggesting that principals be taken on informal sessions away from the school. In his words, “On a camp- to talk, to laugh, to do other things”. **P₅** is very concerned about parents shifting their parental responsibility to the teachers while **P₆** appeals for a safe environment at school so that parents can work and know their child is safe at school.

Obstacles

Lack of opportunities, financial constraints, lack of training, lack of skills, time limitations, unsafe working conditions are some of the obstacles mentioned by the principals. **P₅** shared her experience in 2004 when an attempted robbery took place at school. She was held at a gunpoint after school hours and is still haunted by those images. She nevertheless believes it is better if principals were forced to do leadership courses without having a choice. She says this would compel her to improve her leadership competence.

Common Challenges

Discipline, negative staff attitudes, conflict, lack of resources, late-coming, absenteeism and lack of commitment on the part of educators and crime at schools are all common challenges that school principals face. **P₄** says principals are not adequately trained to handle learner discipline and they have no alternatives to handle the poor discipline in the schools. He says when schools are vandalized they feel helpless because the police does not help. **P₆** feels principals no longer have the control that they had “in the olden days.”

Responsibilities of leadership development

For **P₁** there can be no argument on where the responsibilities of your leadership development lie. He is absolutely convinced that WCED should ensure that he is the best principal at that school. Similarly **P₃**, **P₅** and **P₆** agree. **P₁** argues that he works for them and that the school’s performance should be top priority for them. In order for the school to be a top school, they should place a good leader at that school. He bases his argument on the fact that parents want their children at a school where there is a good principal.

It is only **P₂ and P₄** who feel that they should identify the need for their own development. “I should not sit back and say it is the WCED,” says **P₂**. **P₅** makes an interesting suggestion that she calls “cross-sharing”. She says the department of education must not work on their own. Other departments like the South African Police Service (SAPS) also need leadership skills and so does the health department. According to her, sharing those skills really can make South Africa the best.

Current sources of leadership development available

The question on the current sources of leadership development available for principals in the Western Cape seemed to catch the principals off-guard. They were generally ignorant about leadership development that was available and vaguely mentioned the WCED, unions, NGOs and tertiary institutions as possible sources.

It was clear that this information was not a priority to them and therefore not at their fingertips. **P₁** for example did not know anything about this from the side of the Department- whether his CM shares this info with them or whether they look on the internet and offer the opportunities to principals or present the courses themselves. He just knows that nothing comes from his employer in this regard. However he says, when negative comments are made about the school, it reflects on the principal. “The WCED blames the principal, but they do nothing about developing principals- they fail principals, but there must be money available for this, skills development.” He suggests that aspirant principals should first pass a leadership course and then the training should be on going before they are appointed. He knows though that his union assists him but believes it is not essentially their duty.

P₂ referred to the Cape Teachers Institute (CTI). According to him, the problem is that their resources and provision have weaknesses and therefore suggests that they should look further than the WCED. **P₅** says their CM gives them some pamphlets about leadership. She then makes copies of this and reads the articles. She and other principals talked to each other and tried to organize a principals’ association for professionalism so that they can support each other or they invite someone outside to come and have a talk to share some ideas on leadership.

P₆ did not even know who these sources are. The only ones she had heard of were those overseas. “But definitely not in South Africa, I’m not really aware of it.”

Support

His CM supports P₁ when it comes to admission, but that's all. According to him he does not get support on leadership skills. His one union however does a lot for management i.e. quarterly training for principals and teachers.

When asked how this is funded, he replied that the union pays part and the candidate the other (which is paid by the school mostly). The courses are however not always focused on leadership.

The one that their union presents annually is focused on leadership-very, intensively so. The union even has bursaries for overseas training where they send young leaders (aspirant principals) for courses and development.

P₂ and P₃ also acknowledge the CMs support in terms of leadership skills development. P₃'s CM arranged a leadership course for her when she started as a new principal. The problem she identifies with the training that's given is that there's never any report back.

P₄ feels he should go and ask for help. For him support from WCED has a lot of room for improvement. P₅ experiences support from WCED as information session and it ends there. There is no real enhancement, just information sharing.

P₆ also acknowledges the support from her CM or from head office. She says support for leadership is lacking, "You know you're thrown into the deep side when you apply for this post. You enter principalship without training. My own experience is that they will wish you well, congratulate you and that's that. And unless you ask for advice you shall not see them."

Recommendations

In making his recommendation, P₁ remained emphatic that leadership development primarily remains the responsibility of his employer. He insists that they should do more to train and development school principals. He justifies his position by saying, "We need leaders who have vision, who can contribute to transformation. The stronger we can make them, the stronger we will make the academic side."

P₂ is passionate when he recommends to the WCED to already identify a suitable person when a new school is built. He goes on to say the WCED should nurture that person, send that person on courses, give that person all the necessary information, skills in their power to become the best and then use that person to be a leader. He concedes that it is a long process, not something that will happen overnight.

He makes the striking comparison with communist countries, the previous “iron curtain” governments and refers to what they did with their gymnasts.

He points to the success that they’ve achieved. “They’ve identified individuals who have certain talents and they decided to send them to improve those “eienskappe”, talents.” In a disillusioned tone of voice he says, “Many times I think, “Is our country’s schools important?” Why can’t we do the same?” P₃ and P₄ supports this thinking by adding that new appointee principals will adapt to the responsibilities easier if they are trained beforehand.

P₅ refers to the other countries where principals should undergo certain courses before appointment to the principal’s post. P₆ supports her and adds that some people are born leaders- but “coming into this practice is not that easy, it’s challenging all the way”.

4.6 Deputy principals and heads of department

All respondents i.e. DPs and HODs were asked to indicate their age group, gender, teaching experience and experience as school leaders. Their responses are recorded in the appendix attached as Appendix J.

50% of the DPs and HODs are between 41 to 50 years old while the rest of them are equally split between the age groups between 31 to 40 years and over 50 years.

The researcher deliberately here also set out to reflect a balanced response in terms of gender. Consequently all respondents are also 50% males and 50% females.

In terms of teaching experience, 8% i.e. only one, of the respondents has been teaching for between 8 to 12 years, 33% has been teaching for between 13 to 19 years and 58% for longer than 20 years.

In terms of school leadership, 8% of them have 5 to 7 years experience, 17% have between 13 to 19 years experience, 33% have between 0 to 4 years experience. 42% i.e. five of the respondents have between 8 to 12 years experience.

All the respondents have the basic REQV 13 i.e. a teacher's diploma while 50% have a bachelor's degree and 25% an honours degree. One of the respondents, a DP, has a master's degree in Public Administration. 25% are currently studying while 75% are not currently engaged in any form of studying.

58.3% have indicated that they have a qualification in leadership and management while 41.7% indicated that they do not have such a qualification. These "qualifications" however include mostly short courses like conflict management etc.

In the run-up to their appointment in positions of management, 16.67% indicated that they were first senior teachers for 0 to 4 years, 25% of them were first senior teachers for 5 to 7 years and 16.67% of them were senior teachers for longer than 20 years. Of these 50% of the DPs indicated that they had been HODs for less than 4 years.

4.6.1 Responses to the questionnaires (see Appendices K and L)

Requirements and Skills/Qualities for the Job

In response to the question, "What are the skills you think principals would need to be equipped with, in order to be effective leaders?" the DPs and HODs' responses were significant. Human resource management, e.g. staff development, conflict management and IQMS were rated highest, 91% by all respondents. The females scored it significantly higher than the males which could mean to them a principal who handles these issues well is a more effective leader.

Management of finances and knowledge of curriculum and learning programmes, both at 83% is the next highest rated skill according to these school leaders, for a principal to have in order to be effective. It is an extremely positive observation that school leaders, most of whom I said to be leading the curriculum at schools, rate knowledge of curriculum and learning programmes so highly.

The average score given for this skill is 4 out of 10. However, while the deputy principals attach such high priority to these skills and qualities for the job, the principals themselves do not feel adequately equipped to fulfill this role. P₁ for example, says in the interview, “I however do not feel adequately equipped. It’s too wide. I attended a 2-week curriculum management course in 2003. I however still do not feel that I am well equipped to drive the curriculum at our school.

Added to this, P₂ says, although many workshops were held and they were always in contact with the EMDC- and received good reports from MFT, “It is worrying though that the EMDC is not unified in the guidance they give us- it’s confusing sometimes. We do not always know whose advice to follow.”

On the other hand, P₃ is nevertheless positive about her role as curriculum leader, “Personally I feel I’ve equipped myself to play that role. In the sense that I’ve done curriculum training management for various phases as it was implemented by the Department. Last year, 2004, 2003.”

The training she received was however done in a different EMDC. “I’ve done no training in this EMDC and I’ve been here for a year.”

When one considers the priority given to the skills, management of finances and human resource management by the DPs and HODs, there is a strong correlation between this finding and that of Bush and Heystek (2005) in a survey done in Gauteng where they found that financial and human resource management (HRM) are the knowledge areas identified by the largest proportion of principals (71% and 69.3% respectively).

On the other end of the scale however, administrative management, e.g. information system, filing system and attracting powerful constituents for support, received the lowest rankings i.e. 25%, by both DPs and HODs. This finding contradicts the Task Team report DoE (1996:14) referred to earlier in chapter two, where it was pointed to the urgent need for change in school management:

Managers require new skills and styles of working, capability of providing leadership for teams and ability to interact with communities both inside and outside the system.

Furthermore, as stated in chapter two, one of the functions that principals have is to network with resources in as well as outside immediate educational circles. In this regard Gurr (1996:16) found that principals had an important role to play in connecting schools with the external world. This “reaching out” is vital to bring into schools a variety of knowledge and resources to facilitate the core business of schools and at the same time builds the image of the school in the community.

Gurr elaborates by saying:

Principals are the persons in schools who have the greatest capacity to network with the wider community and ensure that schools keep abreast of current initiatives and anticipate future trends.

The scores for the following skills are ranked in order of 1-10. **1** indicating highest priority and **10** lowest priority. The DPs and HODs scored these skills according to the priority they attach to each one in terms of which ones the principals need more as compared to one another.

SKILLS	%	AVG	DP	HOD	DP	HOD	DP	HOD	DP	HOD	DP	HOD	DP	HOD
			w m	w f	c m	c f	b f	b f	b m	b m	c m	c m		
Management of finances	83%	4	2	5	5	4	1	1	2	10	9	4	2	4
Human resource management, e.g. staff development, conflict management, IQMS	91%	3	6	2	2	2	1	1	1	5	5	1	1	5
Management of legal, policy or procedural issues	75%	4	1	4	10	3	1	1	1	9	1	2	7	2
Strategic planning (e.g. school development plans)	75%	3	3	1	1	6	1	1	1	4	4	8	3	1
Learner management e.g. discipline, safety, curriculum and learning	58%	4	4	6	6	1	1	1	1	4	8	3	8	7
Governance and community management	50%	5	5	9	9	7	1	1	3	9	2	6	5	8
Knowledge of curriculum and learning programmes	83%	4	7	3	4	5	1	1	1	5	7	5	4	3
Administrative management, e.g. information system, filing system	25%	6	8	10	7	9	1	2	1	7	6	7	6	6
Attracting powerful constituents for support	25%	7	8	8	8	8	1	2	2	6	10	9	9	10
Management of physical resources	50%	6	10	7	3	10	1	2	2	3	3	10	10	9

Table 1 Skills/Qualities principals need in order to be effective leaders (as identified by other school leaders). **Codes:** m = male, f = female, b = black, c = coloured and w = white.

DPs and HODs observation as to how principals utilize their time

When the DPs and HODs were asked which part of a principal's job did they observe takes up most of her/his time, management activities, instructional (curriculum) leadership or others, these school leaders gave average scores of 57% to management and 23% to leadership. According to them principals spend slightly less time i.e. 20% on other activities such as teaching, sourcing funds, learners' issues, community matters, official WCED administration, extra curricula activities and stake-holder interaction.

It is clear from this that the DPs and HODs perceive their principals to be spending less time on leadership activities than on management activities and/or other activities.

Furthermore, 83.3% of the respondents indicated that principals spend 50% of their time on management activities and at the same time 83.3% of the respondents indicated that principals spend less than 40% of their time on leadership activities.

This state of affairs is an indication that there is an evident lack of leadership by the principal in these schools. This is disconcerting in the light of current literature that indicates that further afield, international evidence underlines the principal as the key to a school's success. In the United Kingdom, the DfEE (1998:22) maintained:

All schools need a leader who creates a sense of purpose and direction, sets high expectations of staff and pupils, focuses on improving teaching and learning, monitors performance and motivates staff to give of their best.

Activity	% high/low	%	DP 1	HOD 1	DP 2	HOD 2	DP 3	HOD 3	DP 4	HOD 4	DP 5	HOD 5	DP 6	HOD 6
Management activities	83% high	57	70%	50%	60%	70%	60%	50%	20%	40%	50%	75%	80%	60%
Instructional leadership	83% low	23	20%	20%	25%	20%	20%	50%	20%	10%	40%	20%	16%	10%
Other (specify) Teaching, curriculum, community Involvement, resourcing funds, learner issues, parents, official WCED, extra curriculum, stake-holder inter-action	33%	20	10%	30%	15%	10%	20%	n.r.	60%	50%	10%	5%	4%	30%
Total		100												

Table 2 DPs and HODs observation as to how principals utilize their time

Basic qualities a principal should have

When the respondents were asked what they thought are the basic qualities a principal should have, communication and listening skills received the highest average score of 2 out of 10. 92% of them scored this quality between 1 and 5.

The qualities, good administrator, ability to enable staff/learners, sound leadership qualities and able to lead by example (has integrity) were scored between 1 and 5 i.e. the top half of the scale, by 75% and more of the respondents. Again these leadership qualities have been identified by these school leaders as priorities to them- an interesting finding viewed against the reality that they view their principals to be spending 23% and less of their time on leadership activities.

Ranked in order of importance 1= very important and 10= least important.

Qualities	% of Highs	Rank order	DP 1	HO D 1	DP 2	HO D 2	DP 3	HO D 3	DP 4	HO D 4	DP 5	HO D 5	DP 6	HO D 6
Communication and listening skills	92%	2	1	2	1	3	1	1	1	2	1	5	1	7
Good administrator	83%	4	6	3	6	4	1	1	2	5	3	4	4	4
Ability to enable staff/learners	83%	3	4	1	2	2	1	1	1	9	7	2	3	3
Equipped to lead curriculum activities	42%	6	8	4	8	8	1	1	1	7	5	9	8	8
To be well organized	58%	5	7	9	7	5	1	1	1	4	8	3	6	2
To have a positive impact on learners' learning and the classroom	42%	6	9	5	4	10	1	2	1	8	6	10	7	10
IT literate	25%	7	10	10	10	6	1	2	4	10	10	7	9	9
Sound leadership qualities	83%	3	2	6	3	7	1	1	1	3	2	1	2	1
Able to delegate effectively	42%	3	5	8	9	9	1	1	2	6	9	8	10	5
Able to lead by example- has integrity	75%	3	3	7	5	1	1	1	1	1	4	6	5	6

Table 3 Basic qualities a principal should have.

Training that principals have received

When it comes to the training that principals have received (table below), the respondents indicated that 67% of principals have received training in curriculum activities. This refers to the WCED's training of the principals as managers of the curriculum for some of the principals in the EMDC. While this is positive, it nevertheless highlights the need for *all* principals to be trained in this area.

On the other hand according to the table below, only 33% of the principals have been trained in sound leadership qualities and ability to enable staff/learners - again underlining the lack of training in leadership development among school principals.

It is disturbing to note that according to the DPs and HODs, only 50% of principals have been trained in how to have a positive impact on learners' learning and the classroom.

Extension of table 3 (to be read in conjunction with it). These are the responses of DPs and HODs when asked whether their principals have received training in the skills listed in Table 3. 1 = 5 means that with regard to skill no.1 in Table 3, 5 of the respondents indicated that their principals had had training in communication and listening skills.

Training Yes/no	%	DP 1	HOD 1	DP 2	HOD 2	DP 3	HOD 3	DP 4	HOD 4	DP 5	HOD 5	DP 6	HOD 6
1=5	42				Yes				Yes	Yes		Yes	Yes
2=4	33								Yes	Yes		Yes	Yes
3=4	33	Yes								Yes		Yes	Yes
4=8	67	Yes	Yes		Yes			Yes	Yes	Yes		Yes	Yes
5=3	25								Yes	Yes			Yes
6=6	50	Yes	Yes						Yes	Yes		Yes	Yes
7=7	58		Yes	Yes	Yes			Yes		Yes		Yes	Yes
8=4	33				Yes				Yes	Yes			Yes
9=2	17									Yes			Yes
10=3	25								Yes	Yes			Yes

Challenges principals face in the execution of their duties

With regard to challenges, the following tasks/situations (refer to Table 4) are related to a principal's job. Deputy principals and HOD's were asked to rank them in order of 1-10, 1 being the most challenging and 10 the least challenging.

The respondents indicated that constantly changing education policy, administrative workload and financial management are the most challenging to principals with 83% of respondents scoring constantly changing education policy between 1 and 5 out of 10 i.e. the top half of the scale. It is interesting to note also that financial management is again experienced in a negative way by principals.

Tasks/Situations	% Highs/ Lows	AVG	DP 1	HOD 1	DP 2	HOD 2	DP 3	HOD 3	DP 4	HOD 4	DP 5	HOD 5	DP 6	HOD 6
Constantly changing education policy	83	3	1	6	3	1	5	1	1	2	1	7	1	3
Other role-players' attitude and misperception of the role of the principal.	33	6	6	8	10	10	5	1	3	6	8	6	3	6
Administrative workload	75	5	2	5	2	4	4	1	4	7	7	9	4	2
Communication with parents	58	5	3	3	7	2	7	1	2	4	9	3	7	8
Poor learner conduct and matters related to discipline	58	5	7	2	6	3	2	1	2	3	3	8	9	10
Shortage of resources	67	5	8	7	1	9	5	1	5	10	4	5	5	4
Lack of support from the education	50	6	4	1	5	8	7	1	5	5	10	10	10	7
Financial management	75	4	5	4	4	6	2	1	2	9	5	4	6	1
Supervisory duties	50	6	9	10	8	5	4	1	3	8	6	1	8	5
Lack of educator co-operation e.g. absenteeism	58	5	10	9	9	7	4	1	2	1	2	2	2	9

Table 4 Challenges principals face in the execution of their duties.

Amongst the challenges that these schools had, **DP₁**, at a well-resourced urban school, found the full classes, discipline, enrollment of new learners– the majority being English, to be challenging. The Afrikaans learners were not enrolling and few men were applying for posts. They also experienced safety and security and forming an alliance with parents as challenging.

DP₂, **DP₃**, **DP₄**, **DP₅** and **DP₆** as well as **HOD₃**, **HOD₄** and **HOD₅** all from under- resourced ex-HOR schools and ex-DET schools listed the following challenges:

A proper management system, transparency, lack of motivation of all role-players and planning, lack of resources e.g. accommodation, poor learner discipline, absenteeism of educators and learners, punctuality of educators and learners, poor leadership, lack of unity and co-operation amongst staff members, lack of active, constructive participation by the various stake-holders, ineffective and non-visible SGB, lack of financial resources, lack of professional development, constantly changing education policy and interference in the school's management issues by the community.

HOD₁ from an ex- HOA school in response listed integration, the fact that the learners' home language was actually their second language, bigger class sizes, discipline and maintaining standards.

Helping teachers make the mind shift from “old school” to OBE, which entails developing their own learning programmes, work schedules and lesson plans because everybody is still very confused, was challenging to **HOD₂** and **HOD₆**. They want to ensure continued growth and development of teachers so that they would stay informed regarding policies. Added challenges were lack of policies and supervisory duties when their colleagues were not at school.

With regard to the situation having improved, **DP₁** acknowledges in terms of safety and security, that better measures are being put in place. They have also had better participation in this regard from the education department while for **HOD₁**, integration is the only situation that has been satisfactorily addressed thus far. As a result of a system of inclusivity, **DP₂**, **DP₃** and **DP₆** says everybody has the opportunity to talk about all decisions and proposals. Therefore everyone is valued for his or her role.

The permanent appointment of the SMT has brought an improvement in leadership according to **DP₃**. Most of the HODs also felt that unity amongst staff, financial management, constructive participation by staff members and the commitment of the newly elected SGBs had improved the situation at their schools.

Together with the DPs, they say SBM workshops have been conducted by WCED to equip SMT and staff. However, poor learner conduct still needs some improvement and so does absenteeism among educators. The changing of education policy now and again is still demoralizing educators and makes education complicated and boring. Only **HOD₅** indicated that no improvement had taken place.

Departmental assistance

With regards to departmental assistance, the respondents had to say to what extent they found the EMDC structures to be of assistance. 1 - most helpful and 10 - least helpful. Refer to table below. It appears from the responses that the EMDC supports these schools more than adequately. All the respondents scored curriculum between 1 and 5 out of 10 which means that this pillar supported all these schools very well.

The pillar that is directly responsible for support in terms of leadership and management is the institutional management and governance (IMG). The respondents' gave this pillar an average score of 4 out of 10 while 82% of them scored IMG between 1 and 5 out of 10.

No.	EMDC pillars	% Highs/Lows	AVG	DP	HOD	DP	HOD	DP	HOD	DP	HOD	DP	HOD	DP	HOD
				1	1	2	2	3	3	4	4	5	5	6	6
1	Special learning and educational	92	4	3	5	5	4	5	1	2	6	1	4	1	5
2	Institutional management	82	4	3		7	2	5	1	5	6	1	1	4	5
3	Curriculum	100	3	5	5	4	3	5	1	2	5	1	2	3	5
4	Administration e.g. finance,	73	3	3		2	1	5	1	9	8	1	3	2	6

Table 5 Departmental assistance from EMDC structures

Leadership and management

Generally definitions of 'Leadership' by DP₁, DP₃ DP₅ and DP₆ and HOD₁, HOD₃ HOD₅ included:

Good leadership involves getting everyone around you motivated and moving towards a goal. It also entails taking initiative, giving direction, leading the way to a common destination where there is growth and development. To them leaders should set an example, initiate and activate, guide and inspire. They finally believe leadership is about a person who does not just instruct but gets involved in the task.

On the other hand **DP₂**, **HOD₁** and **HOD₆** defined 'Management' as organizing, delegating, communicating, planning, controlling and checking and getting things done efficiently and effectively. It is interesting that they also say, a manager mostly gives orders but does not involve himself/herself.

When asked whether they regarded themselves to be a leader, a manager, or both, most of them responded by saying both. **DP₂** added, "In order to be a good leader, you need to have the ability to manage things effectively."

Values

There is a striking correlation between their responses to the question about moral values that are important to them and an international survey done by Kouzes and Posner (1997:21) that indicate that between 1987 and 1995, 85% of respondents regarded honesty as the most important characteristic of admired leaders. These percentages represent respondents from four continents: America, Asia, Europe and Australia. Almost all the respondents in this study indicated that honesty is important to them. **DP₁**, **DP₂**, **DP₃**, **DP₆**, **HOD₂**, **HOD₄** and **HOD₅** list consistency, trustworthiness, fairness, integrity, humility, transparency, respectfulness, credibility, discipline and accountability as important values for a school leader to have.

When asked why these values were important to them, they say these values build personal character and it makes others feel at ease with their leader.

For them their leader's point of view is valued when they know that the leader arrives at a conclusion because he/she believes it to be the best at that time. This therefore builds trust amongst all and creates conditions for stability and security. They believe the end result is an environment for development and excellence.

The school leaders' response to the question whether they have a role model varied from a close family member to a colleague- either past or present. **DP₄**, **HOD₂** and **HOD₅** identified an ex-principal, current principal and a deputy respectively as their role model. **HOD₂** explains, "He is a true manager and leader who not only delegates but also "carry" a lot of weight himself. He gives me the feeling that we have a shared responsibility."

She continues to say, “Because he is a very disciplined man who exercised authority effectively, I could trust him”. **DP₄** elaborates, “His conduct was exemplary to the community and teachers” **HOD₅** says it is because the deputy at their school is honest, outspoken and organized that she regards him as her role model.

Sounding slightly emotional about their role model, **DP₃** and **HOD₃**, both at the same school, identified their mothers as their role model. “My mother was a strong, independent person. She stood up for herself”, says **DP₃**. The fact that **HOD₃**’s mother did not have a formal schooling but managed to have all her children educated, is the reason why she is her role model.

Perceptions regarding authority

Of the six respondents, only **HOD₄** responded to the “submission” part of the question concerning authority in general saying, “Submission doesn’t mean you are scared or weak- it only means you abide by the rules.” The others like **DP₁** and **DP₃** pointed to leaders who have to guard against not abusing authority.

While **HOD₃** expresses the hope that authority is exercised with fairness and transparency, **HOD₅** concluded that people/educators tend to dislike those who exercise authority.

Moral qualities

Four of the respondents again highlighted honesty as a priority moral value that principals should subscribe to in order to be efficient and effective in their job, with **DP₃** arguing that if principals practice deceit or misrepresent the truth, educators will lose faith in them and therefore would not give their full co-operation. She goes on to say principals should also be humble and realize the importance of other people, other than themselves.

Are good leaders “just born for the job”?

When considering whether good school principals are special people who are “just born for the job” and what makes a good principal good, the researcher makes the point in chapter one that leadership or the responsibility to lead is not exclusively the domain of certain individuals who are “born with this ability”.

It is rather left to those who take up the challenge and responsibility or opportunity to fulfill the role of leading. Anyone can be a leader depending on the context or environment in which the occasion for leadership occurs.

In the light of the above, these school leaders' responses were varied as to whether principals are special people who are "born for the job" and what makes a good principal. **DP₁** says a good principal is someone who can sum up a situation and take his people along with him while **DP₂** and **HOD₆** emphasised integrity, strong moral values and leadership qualities by saying good principals have sound personal characteristics. According to **DP₃**, **DP₄**, **DP₅**, **DP₆**, **HOD₁** and **HOD₂** it is skills, training, and experience that make a good leader.

Interestingly though, **HOD₃** thinks good principals are always willing to listen to other people, are willing and prepared to change or to admit their mistakes, are firm, confident and willing to take a stand. Such a principal is able to handle conflict or differences, is flexible, a reader, polite, and have a way of dressing. **HOD₅** summed up these responses with these words, "They are not born, that's my perception, to have necessary skills".

Change agents

When asked who they thought the most important agent of change in their school to be and why, their responses are varied. Some identify the principal or some individual in the team, others point to every stake-holder involved with the school, and one respondent identifies the learners and the curriculum as change agents. Those who indicate the principal is the change agent explain that if vision is lacking in the principal's mind and planning, little growth will be seen because he/she presents innovative ideas and acts decisively. Explaining their opinion that everyone in the team is a change agent, the second group believes change happens in the soul or within.

DP₆ has this interesting response, "Very often an individual in the SMT with some broader, authoritative and developmental approach can be a change agent at school!" **HOD₆** believes that the learners and curriculum are the most important agents of change.

Opportunities and types of development received

Some say they know and others don't know what kinds of in-service training are currently available to school principals. Those who know, like **DP₃**, list leadership skills training, financial management training, general management training, progressive discipline, conflict management, and IQMS. They also name progressive discipline and human resource management. They further comment that these opportunities and types of development need to be advertised in a much more aggressive way.

Among those who don't, **HOD₄** explains that she does not know because it is regarded as the principal's business. Referring to a particular course by name, **HOD₆** named the Advance Certificate in Education (ACE) and says it is currently the most important in-service training for educators and principals.

When asked who provides this training, only **DP₁** and **HOD₁** responded by saying it is the WCED, NGOs and universities.

Five of the twelve respondents responded positively that the EMDC/WCED provides training for the principal. They added that NGOs and outside facilitators should also provide training. There is also a feeling that there should be a distinction between formal, informal and accredited modules.

HOD₃ further feels that people who have been principals before and those who have skills, experience and good qualities should assist with training while **HOD₆** indicated that the governing body of schools should provide training in conjunction with the department of education.

DPs and HODs thoughts on the issue of training of school leaders

The respondents' thoughts on the issue of training of school leaders focused mainly on regular or "constant" (as they referred to it) training- not only for current principals but also for aspirant principals. Specifically with regard to aspirant principals, they suggest that WCED should be involved through monitoring and adequate provisioning of training and development for especially deputy principals.

DP₁ goes on to suggest that the training should aim to develop the principal as a person while **DP₂** proposes that care should be taken to ascertain the effectiveness of the training. In supporting her call for deputy principals to be supported, **DP₆** explains that they will be the next generation of principals for this new era of change. **HOD₂** concludes by saying training for school principals should be standard practice and the Department should monitor the process of implementation.

Principals' need for training and development

When asked whether they thought principals need training and development and to specify the areas that should be covered, all of them responded positively. Principals need to stay on top of their game and keep abreast of changes according to **DP₂** and **HOD₄** respectively. **DP₂** further suggests that the training received should be filtered down to all management components.

Human relations, IT skills, financial management, conflict management, leadership skills, curriculum management, learner management, human relations, HRM, community participation and development, are among the specific kind of training listed by the respondents.

Four of them would be able and/or willing to present such training while **DP₂** explained that he would not be, simply because he has not had any formal training in his job resulting in him relying on his own ideas and ways. On the other hand, **HOD₆** feels that his years as an educator, and the exposure he has had to many types of leadership and management, has equipped him to be able to present such training.

DP₄ and **HOD₄** will be able to assist with training if they are first trained and equipped with the necessary knowledge and skills while **DP₆** feels his post graduate degree in Public Administration (MPA) have equipped him to assist the principals who have training needs.

In an ideal world, almost all respondents would like to see principals receive more training and frequent training. More especially says **DP₃** and **HOD₂** they would like to see principals do a "principals course" before applying and being appointed in a principal's post while **DP₆** wants to see more structured training programmes and support for principals and deputies.

HOD₁'s ideal world would have happy staff members who feel wanted. She believes a contented staff will walk the extra mile.

That is why she wants principals to be motivated and trained to create a pleasant atmosphere at school.

Similarly **HOD₄** is of the opinion that principals need personal development to know themselves so that they'll know other people. **HOD₆** would like to see his ideal school principal more involved in staff development.

It is important to **DP₂** that principals receive more training and frequent training because we find ourselves in an ever-changing environment. To keep up with the pace, he says, we need leaders that are on the right level and tempo. **DP₄** supports this by saying principals need training “in order to be upgraded and able to meet up with the challenges of the times”

DP₃ feels more training and frequent training would equip and prepare principals better for the real world, so that when confronted by an issue, they will immediately know how to deal with it. A very significant reason why principals should be trained was given by **DP₆** who says training will bring some form of standardization in the management capacity of principals. He says it will also make it possible for meaningful comparative analysis of school performances to be done. Lastly he says, it will also help (through measurable criteria), with promotion.

According to **HOD₁**, the training of school principals will lead to a ‘healthy’ and pleasant atmosphere at school resulting in learners and parents giving their co-operation. **HOD₂** believes the challenge of the new curriculum has left schools with disillusioned staff and parents. Therefore, he says the principal needs skills in order to motivate and support these role-players effectively.

Recommendations

In considering what recommendation to make, **DP₂** made the observation that WCED should realize that principals are really representing our national department and government. Together with **DP₄**, **DP₆**, **HOD₃**, **HOD₄** and **HOD₅** he recommends that WCED should therefore invest more and better in the principals by training and equipping them regularly with necessary skills so that they in return can assist schools in really becoming the institutions of learning and the center that will “uplift” our community.

DP₃ commented that teachers get trained to be teachers, but principals do not get trained how to be principals. The principals she says, consequently learn the hard way and sometimes with devastating results.

She therefore recommends that the WCED or National Education Department first address aspirant principals training needs before appointing them as principals of schools. **HOD₂** recommends that school principals should have at least an education degree.

4.7 Summary

The study covered an adequately representative sample of the population of 44 primary schools in the three selected circuits in the EMDC East Metropole. It is therefore noteworthy that all the participants returned their completed questionnaires. For the purposes of achieving a balance in the study, the researcher was fortunate to select both principals who have done short courses in organisational development skills and leadership and management as well as those who have not.

While the principals' responses to the research statements ranged from agreement to mixed responses to disagreement, their response to statement one, supports the view of Dimmock & Walker (2000b:20) that a fundamental re-conceptualisation of leadership recognises the fundamental relationship between effective leadership and school improvement.

Generally their response to the research statements and the interviews, confirmed the principals' feelings of neglect in the area of developing school principals toward WCED and emphasises the view held by the Council of Chief State School Officers (2000:3) that, whilst the need for meaningful professional development for all those involved in education should be recognised generally, the need for effective professional development of leaders is especially critical.

Even though principals expressed strong sentiments in this regard, they regarded broader social and community issues like safety at school, a drug-free school environment, smaller classes and the struggle for funds, as equally if not more important. It was extremely significant that all the principals strongly refuted the notion that leaders are not willing to share their authority with other school leaders.

The principals appeal for a more structured means of development and for one central body to provide such development, while acknowledging that mechanisms might exist but not close enough to be effectively accessed for development and training opportunities.

This view concurs with the findings of Tsukudu and Taylor (1995) who had examined the training opportunities available to South African principals in the early 1990s and concluded that they were inadequate.

Driving the curriculum is a collective effort by all role players in most schools. It is significant that principals conceded that they are essentially not adequately prepared for post-1994 conflict and that they at times need to talk to, not the CM, but a school psychologist.

While the respondents express appreciation for the support they receive from their CM and hold the view that leadership development primarily remains the responsibility of their employer, principals appear generally ignorant about leadership development that is available to them. Should this be true, this in itself raises questions concerning the researcher's view in chapter one that a large majority of the current principals in the Western Cape are in effect not adequately qualified for the task of leadership they are expected to perform at their schools. Strikingly though, other relevant issues such as discipline, late-coming, absenteeism and lack of commitment on the part of educators, crime at schools and safety at schools, have yet to be adequately addressed in schools.

The logo of the University of the Western Cape, featuring a stylized classical building with columns and a pediment.

UNIVERSITY *of the*
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CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

South Africa is one of many countries that associate good leadership with successful principalship. While there is increasing recognition of the need for leadership and management development, this seems to be focused primarily on the principal. The shift to school based management (SBM) however makes multiple demands on the leadership and management function in schools and makes it more difficult for this to be exercised by a single individual. While principals are caught in the situation where they are expected to develop the teams that they lead, they are also challenged by the enormous task of cultivating trust among the same SMT members first.

From this study it became clear that some schools have succeeded in cultivating a culture of co-ownership amongst the SMT and there appears to be a good working relationship between the principal and the SMT. This could mean that the principal's training and development could serve as a catalyst for the training and development of the rest of the SMT- a goal that all schools seem to be striving towards.

This study shows that there is a sense of loyalty and commitment among the principals, deputy principals and heads of department to the core business of school i.e. teaching and learning. The researcher further identified among these school leaders a genuine concern and interest for the improvement and well-being of their schools.

There was never a feeling that the participants were seeking or creating opportunities to complain about their employer, their work or working environment. Having attended numerous meetings and workshops with groups of principals and educators alike, the researcher was keenly aware that the respondents could be inclined to drift into complaining sessions with their responses.

He was therefore careful not to create or encourage an environment for this to happen because he was focused on getting the respondents to talk about their real experiences in their scope of work as school leaders.

When prompted to provide information about challenges or obstacles to their development as leaders, the participants raised broader issues that affect schooling such as learner and staff safety, drug abuse and crime, with a great measure of concern.

To the researcher who is a primary school principal, this comes across as extremely positive because it points to a wider understanding and vision on the part of these school leaders, of the complexities involved in leading and managing a school. They appear to take all dynamics that influence this huge task of principalship into account without losing sight of the personal dynamics of working with people. These principals understand that people have basic needs and concerns. This speaks of compassion and dedication to the task of leading people in a large organization such as a school.

However, being aware of how it affects both staff and learner performances, the researcher found it significant that none of the respondents even once referred to the HIV/AIDS pandemic that affects our schools and our communities so deeply and devastatingly. It could either be because they felt the researcher's approach to the research limited their responses to leadership, management and curriculum issues at school or possibly because the reality and impact of the disease is not being experienced intimately at school level. The researcher, during his tenure as circuit manager of twenty one schools in the area where the schools in the study are located, was aware of the extent to which schools are affected by the HIV/AIDS pandemic. While some educators either retire early or are boarded on medical grounds because of HIV/AIDS infection and others die, many learners are either orphaned or raised in extreme poverty because their parents become infected with the disease and are unemployed.

There was no distinguishable difference between the experiences, perceptions or approach to leadership and leadership development in schools by male and female school leaders or between personnel of the former fragmented departments of education.

5.2 Conclusions

The findings of this study generally concur with similar studies and findings elsewhere in South Africa and internationally such as the Gauteng survey findings in Bush (2005:15) and the Hong Kong experience referred to by Wong (2004).

The Western Cape as in the other geographical areas covered in these studies, seems to be suffering the same fate i.e. even though sufficient evidence has been uncovered about the need for and lack of training and development of principals, nothing substantial has thus far been done to address this dire need.

School leaders seem to be sufficiently motivated to improve their teaching qualifications albeit that their motive for doing so is either for salary improvement, improved opportunities for promotion or improvement of their ability to enhance their school's performance. In this study, one principal shows that he has the interest of the school at heart when he expresses his need for training on how to market or "sell" his school effectively. Surely this principal wants to achieve this so that he can make a more meaningful contribution to improving his school generally?

The school leaders' motivation to improve their teaching qualifications is evident from the number of school leaders who have attained a bachelor's degree or an honours degree mostly through part time study. Therefore it appears that their lack of adequate and specified training or leadership qualifications cannot be put down to a lack of interest or an unwillingness to make sacrifices.

While the school leaders point directly to WCED as the institution responsible for providing training and development for them, there appears to be wide acceptance among them that they themselves, teacher unions, tertiary institutions and the private sector also have a role to play in such training and professional development. Though the school leaders were drawn from the three former education departments i.e. ex-HOR, ex- DET and ex-HOA departments, of the pre-1994 order, it is clear that this sentiment and understanding exists in their schools irrespective of their historical baggage.

The researcher is of the opinion that even though it is generally accepted that schools from the ex-HOA white education department would have fewer challenges or obstacles as compared to the other two, these respondents came out strongest on the issue of WCED's responsibility and neglect of leadership development of school principals.

Principals acknowledge that information is shared between themselves and the EMDC, WCED and DoE but maintain that it remains just that, the sharing of information and not training.

They were unanimous in their opinion that dominant unions in the ex-DET and ex-HOR generally do not regard the training and development of school principals as a priority.

These unions however play a meaningful role in the up-skilling of, especially post level one staff. It is equally significant that the unions that were dominant in the ex-HOA schools play a central role in providing opportunities for developing principals. These unions evidently also provide bursaries to current as well as young, aspirant principals for professional development opportunities abroad.

The evidence gathered indicates that principals cannot and are not leading and managing their schools all alone. It appears that the principals share their authority and power with other school leaders but they acknowledge that these leaders also need training and development.

The principals are aware that these other school leaders rely heavily on them for guidance and support in fulfilling their responsibilities as deputies and heads of department. This is one of the reasons why, according to Bush and Jackson (2002), distributed leadership has become popular in many countries. Deputy principals and heads of department should be included in any national or provincial development programme for school leaders. It is also highly desirable to provide specific training for school management teams (SMTs). These measures would also help to ensure that aspiring heads receive training before appointment.

As stated earlier, South Africa is one of many countries that recognise that effective leadership and management are central to school improvement. Management is probably more important than leadership for most schools in the early 21st century but this study shows that both are needed if all learners are to have the chance of a good education. Distributed, and context-specific, leadership is vital to enable schools to deal with the enormity of the challenge.

It is now widely accepted that principals and other managers need specific preparation if they are to lead schools effectively. Arguably, it is immoral to require educators to manage such complex environments without appropriate training. The apparent intention on the part of the national department of education to introduce a threshold qualification for principalship is a welcome first step, but support for current leaders is also important.

Almost a decade ago McLennan and Thurlow (1997:45) already indicated although proposals for the establishment of a national programme and institute for education management development are gestating, nothing substantive has yet emerged in the form of coherent policies or strategies to develop school principals.

A disconcerting reality though is that, despite various initiatives to address the training and development needs of principals, there is only limited evidence of principals and other school leaders being developed for the central goal of schools i.e. promoting learning.

The Gauteng survey by Bush et al (2005:15), concluded that much more, and more effective training is required if school principals are to carry out their enhanced responsibilities successfully. The implementation of the recommendations of the Task Team report has unfortunately been slower than expected, but in 2003 the National Department of Education produced a Draft Policy Framework (DoE, 2003) with ambitious plans to develop a national education management programme. The plans in this framework indicate that, eventually, aspiring principals will have to have a national qualification in school management before they can be appointed. This provision, as Herman (2005) stated earlier, already exists in several countries, including many American states, Canada and England.

When one looks further afield, international evidence underlines the principal as the key to a school's success. In the United Kingdom, the DfEE (1998:22) maintained:

All schools need a leader who creates a sense of purpose and direction, sets high expectations of staff and pupils, focuses on improving teaching and learning, monitors performance and motivates staff to give of their best.

Bush (2005:14-15) in his paper, cites Tsukudu and Taylor (1995) who had examined the training opportunities available to South African principals in the early 1990s and concluded that they were inadequate:

... In many instances head teachers come to headship without having been prepared for their new role. As a result, they often have to rely on experience and common sense. However, such are the demands being made upon managers now, including head teachers, that acquiring management expertise can no longer be left to common sense and character alone; management development support is needed.

Bush and Jackson (2002:21) finally sum up the above thinking around the notion of school leaders requiring development in order to be effective:

Just as teachers require training to be effective in the classroom, so school leaders need customised development to be successful. 'Leaders are made not born' and management development is essential if schools are to have the high quality leadership that their learners, educators and communities deserve.

However, even though the importance of effective leadership and management is increasingly being recognised, it is equally true that most countries and education authorities have been slow to acknowledge the importance of training and developing of current as well as aspirant principals and other SMT members. Bush and Jackson (2002), in an international study funded by the NCSL concur with the view that few nations have made pre-appointment management training a requirement.

5.3 Recommendations

Current leadership and management development programmes in the Western Cape require review in order to determine what topics should form part of a curriculum for the training and development of principals.

The needs identified in this survey of principals would provide the starting point for constructing a curriculum for a course in Leadership and Management. A similar course, the Advanced Certificate in Education (ACE) in Leadership and Management currently offered at UWC includes modules on Management and Policy, Education Management, School Administration, Education Policy and Governance.

The module on Education Management for e.g. critically reviews models of school management and organisation. It provides students with a general overview and framework of educational management so that they may be able to locate and contextualise their existing practices. Key theories of educational management are covered in this course, namely, formal, subjective, contingency, cultural, political and post-modern approaches to educational organisations. This course emphasises the link between models of educational management and organisational analysis, with particular reference to their implication for managers and policy implementers.

It is however imperative that school leaders on the ground be consulted with regard to any proposals about the design of such a programme. Because school leaders are employed by the Department of Education, the DoE should provide that leadership development to the school leaders in order to support the school.

All role-players which includes the DoE, WCED, EMDC, NGOs, tertiary institutions, unions and the private sector have to realize how tremendously important it is for them to invest in the training and development of principals. This requirement according to the respondents should however be extended to SMTs, especially aspirant principals, SGBs and learner leaders.

The Department of Education should access the available human resources such as current principals, educators and retired principals who are willing to facilitate and who are suitably skilled to assist with the training and development of school leaders. Post level one educators can for example assist with training principals in IT skills. Current principals are best placed to facilitate mentoring and coaching as well as training in Curriculum Management, IQMS and Assessment etc. Retired principals are suitable to act as mentors to support and guide novices, embattled principals and principals of dysfunctional schools.

The opportunities that exist for the various role-players to form partnerships linking relevant skills, expertise and financial resources that provide such training in a cost-effective manner should be explored exhaustively. To this end the researcher has compiled a four-pillar model that could be implemented to embark on a programme to train and develop principals (and even SMTs).

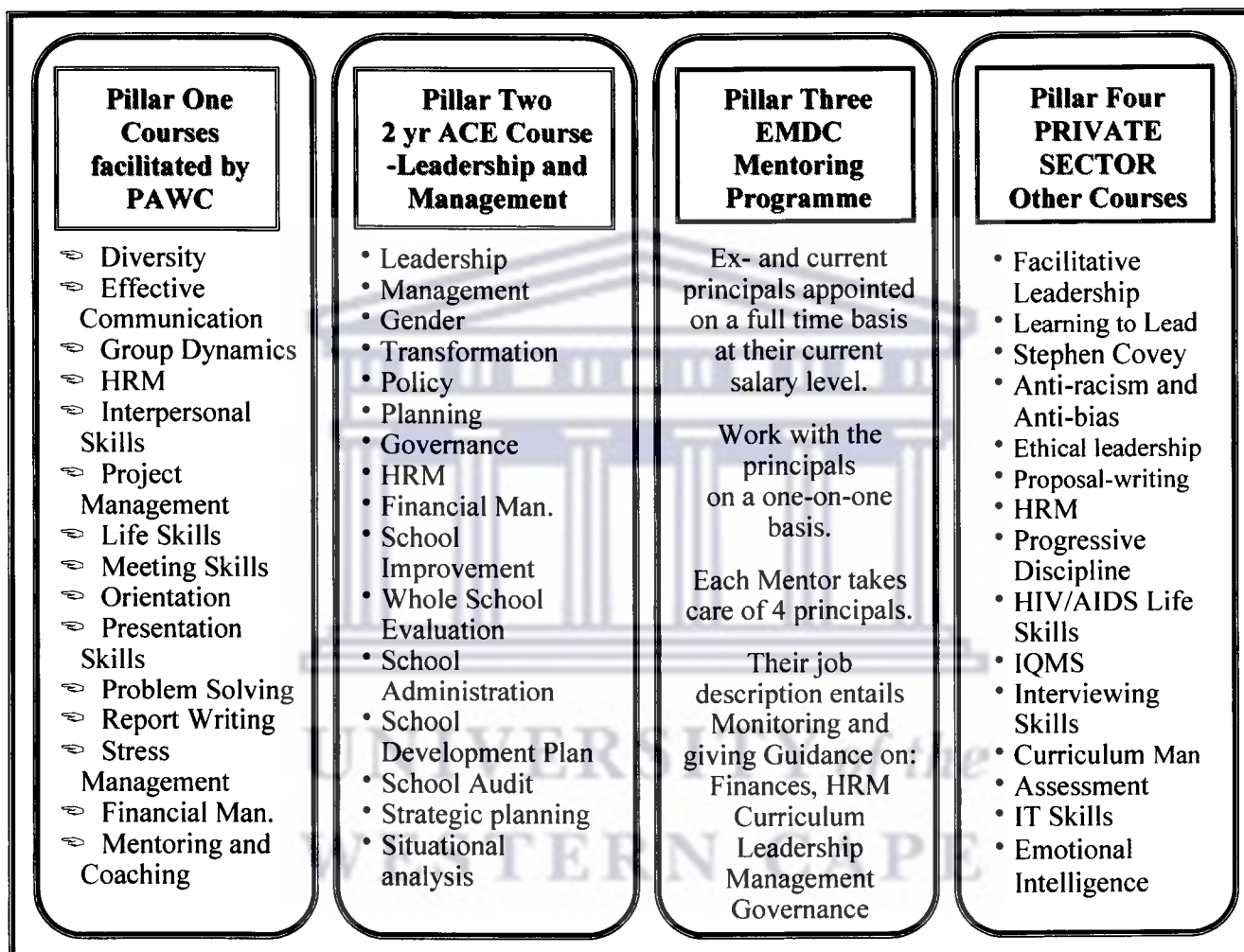


Table 6: Four-pillar model: Training and development programme for principals.

The WCED as the employer of school principals in the Western Cape should acknowledge that improved leadership skills of the principal can contribute significantly toward the improvement of the performance of primary schools and therefore realize their responsibility to improve the leadership skills of the principals in their care.

The four-pillar model combines the resources of the Provincial Administration of the Western Cape (PAWC) as reflected in pillar one, tertiary institutions (pillar two), WCED (pillar three) and the private sector (pillar four). The infrastructure such as physical- and human resources etc. for delivery in all the pillars are largely in place already. Pillar one reflects the training programmes of the PAWC Administrative Academy situated at Kromme Rhee in Stellenbosch. The courses selected for this model, in pillar one are specifically suitable for the training of school principals. Accommodating the principals in these courses over a two-year period would most probably not involve a significant increase in funding. The relevant resources are already available and adequate for training in this pillar to start without delay.

Currently three universities, UWC, University of Cape Town and the University of Stellenbosch have received accreditation to offer a DoE-approved ACE course in educational leadership and management. This is reflected in pillar two. Table 6 has some details of what this two-year course entails.

The WCED's mentoring programme is being implemented at EMDC level. In EMDC East where this study was conducted, four mentor principals have been appointed on an annual basis. These mentors are current or retired principals who are either appointed or seconded on the salary of a S11 principal. S11 is the salary level of a principal of a school with twenty five or more educators. The detail of the mentor programme is given in pillar three of Table 6.

Pillar four reflects the courses that could be facilitated and funded by the private sector and presented by service providers contracted either by teacher unions or by the WCED. The researcher recommends that partnerships be formed between various role-players such as the Education Training and Development Programme (ETDP)-Sector Education and Training Authority (SETA), National Department of Education, the National Department of Labour, the Nelson Mandela Children's Foundation, Foreign Embassies etc. to fund the courses in this pillar.

In setting up a facility that co-ordinates all these activities over a period of two years for example, provision should be made for a place for principals to meet as peers- a place of conversation where the principals share common experiences and learn from one another. Serious note should be taken of the need principals identified for counseling by psychologists as well as the need for "fellowship" with their peers.

WCED should investigate the proposal to implement a strategy of “cross-training” across provincial departments e.g. education, safety and security and health in the Western Cape. All the leaders and managers in these departments need training and relevant skills may already be available in the one department so that it can be shared with another department in organized training programmes. Leadership is generic and leadership skills would be applicable across all departments.

The PAWC Administrative Academy at Kromme Rhee in Stellenbosch could serve as an appropriate facility from which to launch this “cross-training” as the existing infrastructure there will reduce costs that would be incurred. This approach, which would be similar to the President’s cluster strategy in national government, could improve leadership competence on a wider front.

A mentoring and coaching initiative over a wide network of schools that is driven at EMDC level such as the current one operative in EMDC East, and implemented by utilizing ex- or retired principals to assist novice and aspirant principals would have wonderfully positive implications for school leaders.

5.4 Limitations of this study

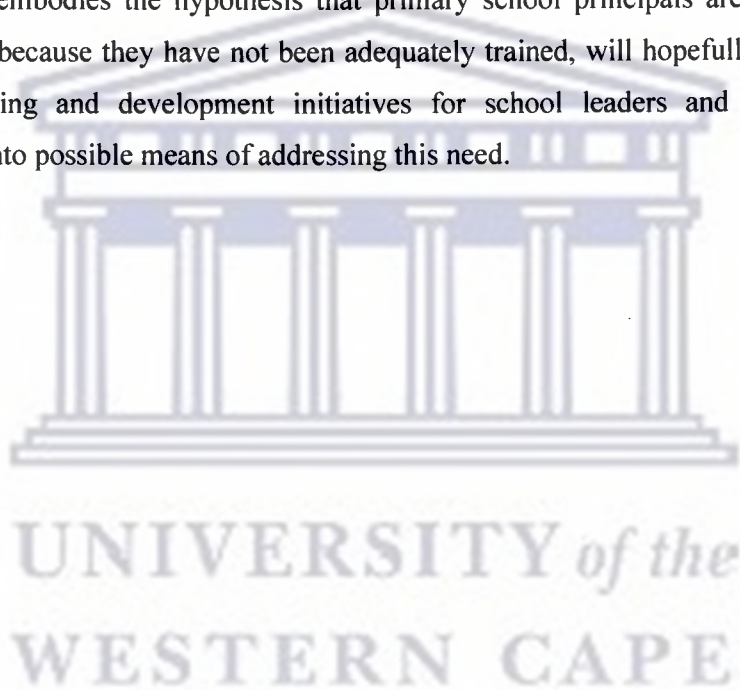
Even though the schools in this study were randomly selected, the findings reveal that they are not truly representative of the broader population of schools in the Western Cape. While it is estimated that up to sixty percent of schools in the Western Cape is regarded as being dysfunctional, the study is not geared towards ascertaining whether schools are dysfunctional or not. Therefore the researcher could not justifiably conclude that any of the schools in the sample is dysfunctional. Similarly, these findings may not directly address the situation in which the embattled principal finds him/herself.

The nature of the study did not provide for an in-depth investigation of the schools’ academic results and whether the curriculum outcomes have been achieved or not. Consequently a link between the principal’s performance as leader and the learners’ performance, could not be established. There is also no instrument to measure whether the SMTs of the schools are achieving success as a team or not. This success or lack thereof could therefore also not be linked to learner performance.

From the researcher's experience as circuit manager of schools, he has witnessed ample evidence to confirm that there are dysfunctional schools and embattled principals in certain schools in the Western Cape. It would have been interesting to learn what a closer look at such schools would have revealed in terms of the broader Western Cape schools landscape.

However, even though the findings in this study therefore do not specifically refer to dysfunctional schools and embattled principals, the researcher hopes his recommendations provided useful insight to suggest suitable remedies that may address the needs of these schools and principals.

This study, which embodies the hypothesis that primary school principals are not effective and efficient as leaders because they have not been adequately trained, will hopefully contribute to the advocacy for training and development initiatives for school leaders and offer insight and recommendations into possible means of addressing this need.



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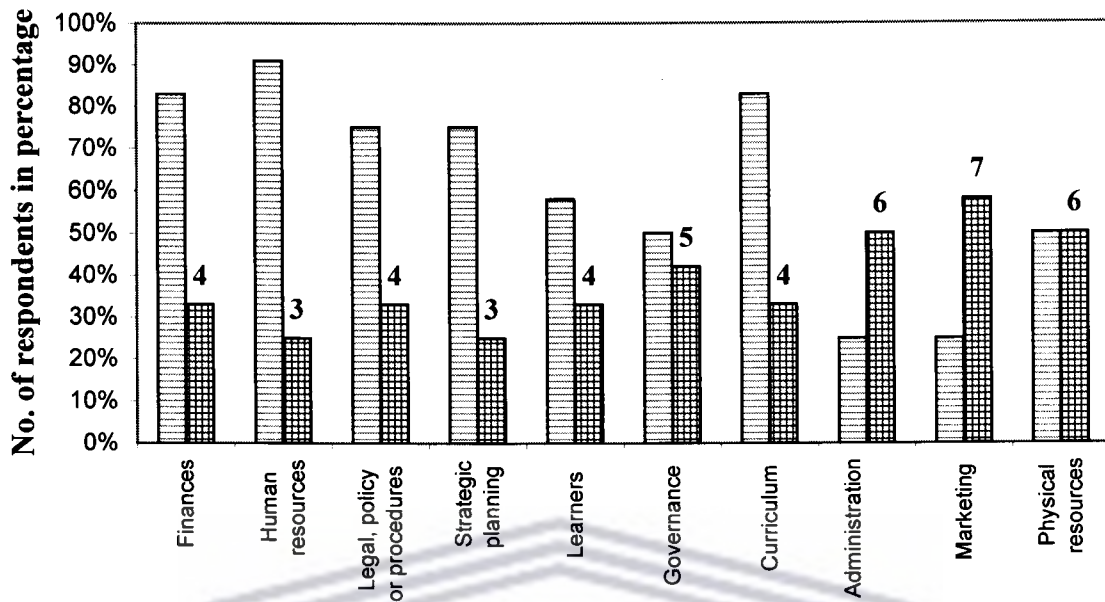
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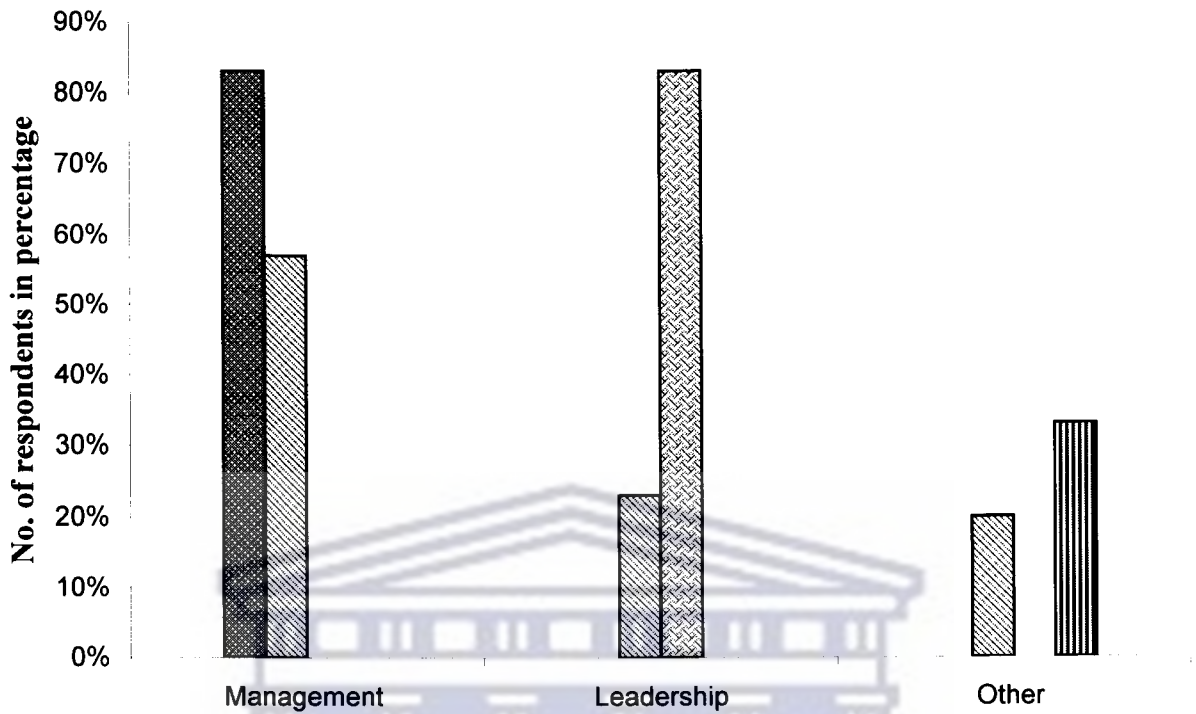
Chart 1: Comparative figures on how respondents rated skills needed for principalship



Percentage of respondents who gave a score between 1 and 5 for this skill focus area
 Average score by all respondents for this skills focus area

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Chart 2: Comparative figures indicating how HODs and deputies regard principals to be spending their time on duty

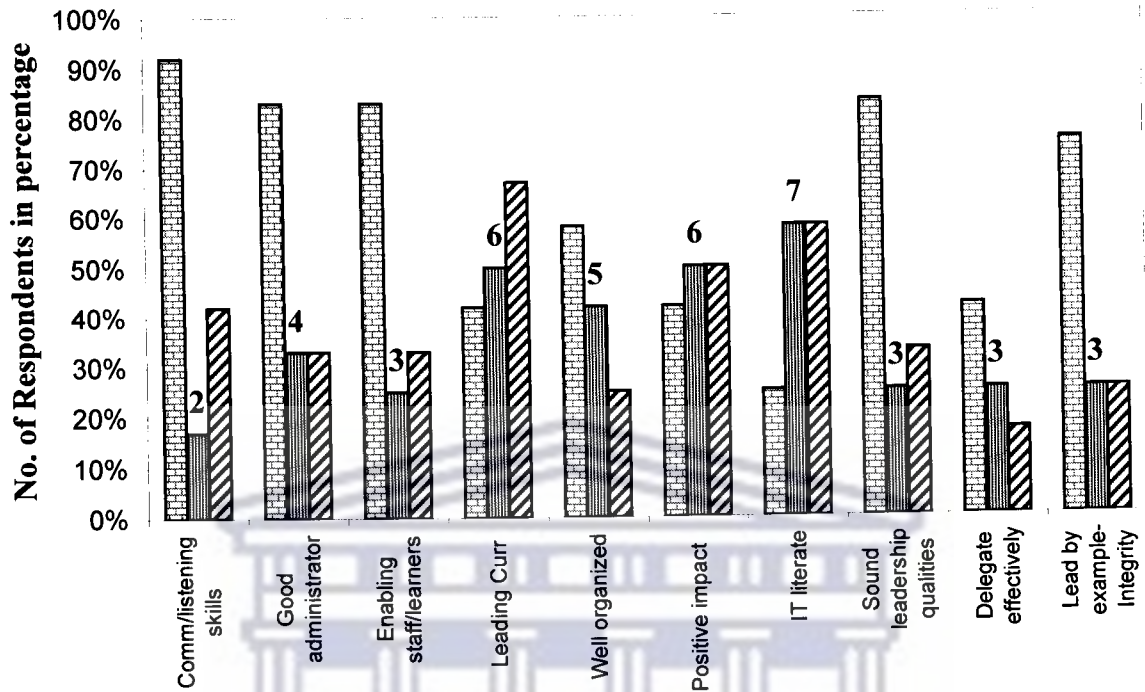


Activities (Other includes teaching, fund-raising, WCED official tasks, community tasks etc.)

- No. of principals that spend between 50% and 80% of their time on this activity
- ▨ Average time all principals spend on this activity
- ▩ No. of principals that spend less that 25% of their time on this activity
- ▤ No. of principals that spend between 30% and 60% of their time on this activity

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Chart 3: Ranking in order of importance, the basic qualities HODs and deputies think a principal should have

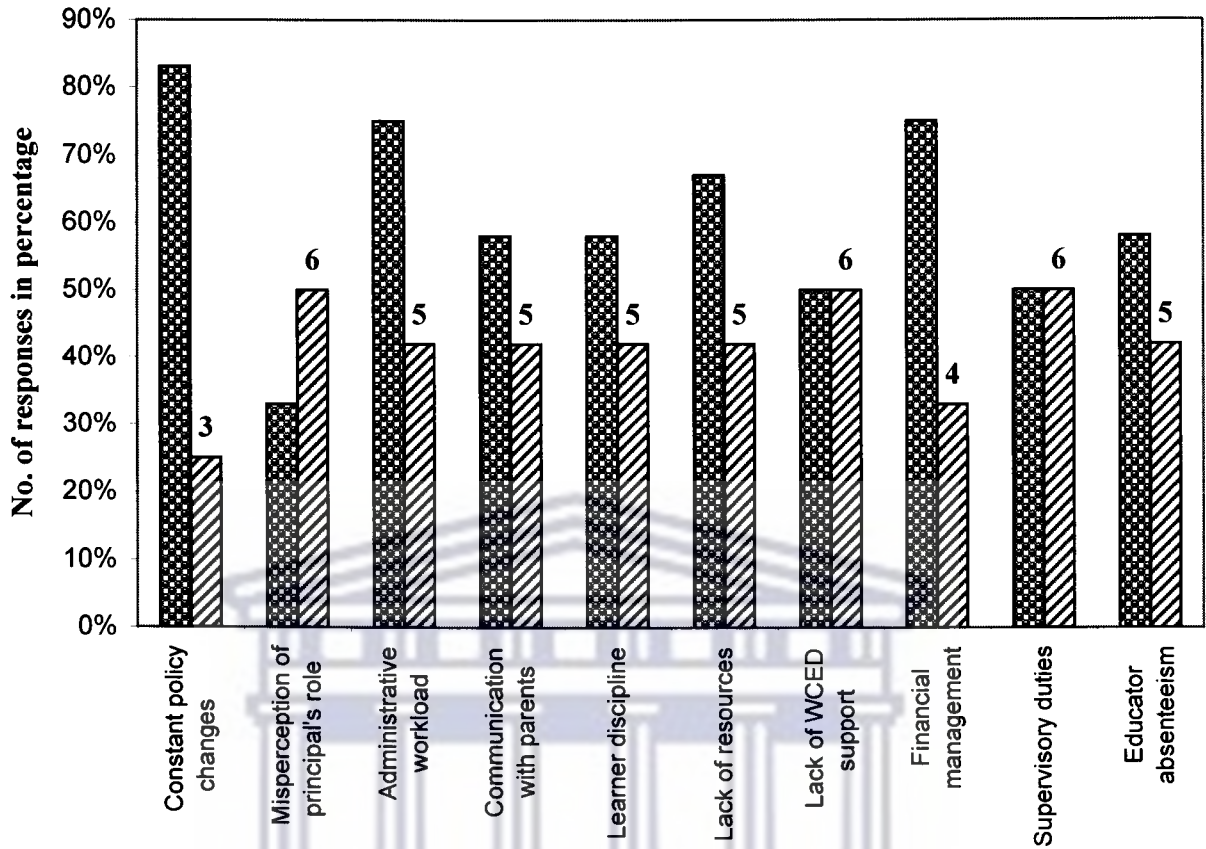


Qualities the respondents think is important for a principal to have.

Note: The lower the score, the higher the ranking (1= highest; 10= lowest)

- % of respondents who gave a score of between 1 and 5
- Average score given by respondents ranking the importance of a principal having this quality
- % of principals who, according to respondents have been trained in this area

Chart 4: Challenges that HODs and deputies identify that principals face



Challenges that respondents identify that principals face

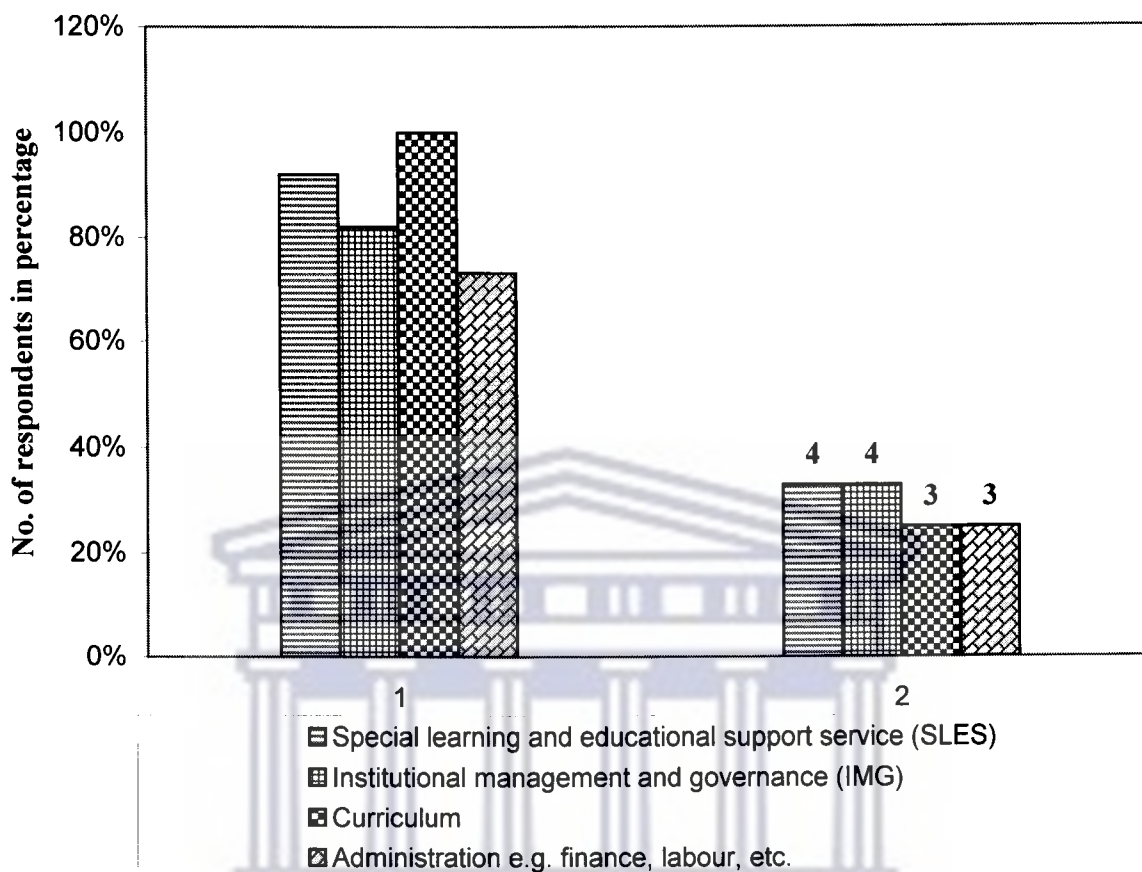
Note: The lower the score, the higher the ranking (1= highest; 10= lowest)

■ % of respondents who gave a score of between 1 and 5

▨ Average score by respondents on challenges principals face



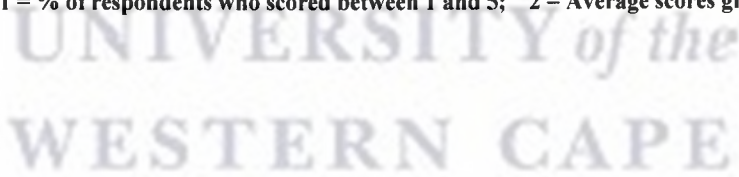
Chart 5: Support provided by EMDC structures



Various pillars offering support at the EMDC

Note: (a) The lower the score, the higher the ranking (1= highest; 10= lowest)

(b) 1 = % of respondents who scored between 1 and 5; 2 = Average scores given by all respondents





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**LEADERSHIP TRAINING AND DEVELOPMENT
OF PRINCIPALS
AT SELECTED PRIMARY SCHOOLS
IN THE WESTERN CAPE**



Part Two

UNIVERSITY *of the*
WESTERN CAPE

December 2006

Supervisor: Prof. Harold D. Herman

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Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISEbe leMfundo leNtshona Koloni

Page 1 - Appendix A

Mr Robin Botes
P.O. Box 143
KUILS RIVER
7579

Dear Mr R. Botes

RESEARCH PROPOSAL: TRAINING AND DEVELOPMENT OF PRIMARY SCHOOL PRINCIPALS IN THE WESTERN CAPE.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **28th August 2006 to 22nd September 2006.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2006).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the following schools: **Irista Primary, Rainbow Primary, Sivuyiseni Primary and De Kuilen Primary.**
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Education Research
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 04th August 2006

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Appendix B
Research Project
- Letter to principals -

19 September 2006

Dear Principal,

My name is **Robin Botes** and I am reading towards a **MEd** degree in **Education Management and Policy (EMAP)** at the **University of the Western Cape**.

I have completed my course work of eight modules and am currently writing up my mini-thesis on **“Leadership training and development of principals at selected primary schools in the Western Cape.”** Prof H.D. Herman is my supervisor.

I would like to extend my appreciation to you for allowing me to conduct this interview with you and do an audio recording of it. The purpose of this interview is to gather information about the how primary school leaders experience the principal’s development in order to perform effectively and efficiently as the leader in his/her school.

I would therefore like to acquire information about the situation in your school. I am further interested to know how you experience the perceived development or lack thereof of primary school principals and how this impacts on your school’s performance.

Be assured that your anonymity will be protected at all times and that all data will be treated with the strictest confidence.

Thanks again for your kind co-operation.

R.C. Botes

Appendix C
Research Project
- Research statements for principals -

Statement 1

There is general acceptance of the concept that improved leadership skills of the principal can contribute significantly toward the improvement of the performance of primary schools in the W. Cape.

Statement 2

Commendable initiatives toward leadership development for primary school principals exist within the Western Cape and include the programmes that are run by educator's employee organisations; tertiary institutions and schools staff development initiatives.

Statement 3.

Equity of opportunity for leadership development is lacking. Departmental efforts appear to be aimed primarily at school principals, while other school leaders are neglected.

Statement 4

Strong emphasis is placed on developing managerial skills while other aspects of leadership development are neglected.

Statement 5

Curriculum development (leading/managing the curriculum) is **not** receiving the necessary attention.

Statement 6

Leadership development programs are generally **not** sustained and are not systemic.

Statement 7

A feeling of neglect in the area of developing school principals exists among the school leaders, and this feeling especially extends toward the WCED.

Statement 8

There is absolute agreement among school leaders that our role as educational leaders is to provide environments in which learners will succeed.

Statement 9

The improvement of leadership capability and 'building capacity' for future learning and development are significant in improving schools.

Statement 10

Individual and collective school improvement can be enhanced by a focus on the development of leadership across a learning network of schools.

Statement 11

School leadership is about advocating, nurturing and sustaining a school culture and instructional programme conducive to student learning and staff professional growth.

Statement 12

Leadership development should be empowering insofar as it equips educational leaders with the knowledge and skills required to reflect on and transform their practice.

Statement 13

Leaders are **not** willing to share their power and authority with other staff members.

Statement 14

There are suitable and adequate mechanisms in place for leadership development and training.

Appendix D
Research Project
- Principals' responses to research statements -

Statement 1

There is general acceptance of the concept that improved leadership skills of the principal can contribute significantly toward the improvement of the performance of primary schools in the Western Cape.

P₁ The better equipped the principal, the better the school. A person is not a born leader who knows all the skills to be a good leader. He needs training and practice.

P₂ It is true, but leaders are born! You can try to make a leader, but will it work? It is true that if you can help a person that is in a leader position it will or can support him/her. A leader not only needs skills but also respect. Respect cannot be studied but must be earned. If a person is already in a position of leadership, but there is not respect than we are going about it the wrong way. How will we solve this problem- by identifying and nurture the leaders early.

P₃ If a principal want to improve the performance of any school, it is important that he/she develops different ways of leading. As a leader I have to improve and reflect on my leadership skills at all time to improve on my shortcomings. The leadership quality that a principal brings to a school will have a big impact on the growth that will take place. Being a leader of a school with different race, cultures languages etc., I need to equip myself with the skills to lead such a school.

P₄ Although some of the principals have been adequately trained at universities, education needs continuous leadership skills so as to be able to manage change in education and guide both parents and teachers to attain the vision and mission of the school.

P₅ Yes, it's true. Principal needs to be supported by all the skills. Leadership is the most important one as I am responsible for the whole school.

P₆ Agree. Improved leadership skills of principals at primary schools can contribute significantly towards improvement of performance of principals. They must be able to accept change and become a change agent at their schools. Principals that have an “I know it all autocrat” approach are doomed for failure.

Statement 2

Commendable initiatives toward leadership development for primary school principals exist within the Western Cape and include the programmes that are run by educator’s employee organisations; tertiary institutions and schools staff development initiatives.

P₁ I know that there must be. I am however, not aware of them all. It is also the task of the school leader to find them and to try and become involved. Money constraints make it sometimes difficult to attend. They can be better marketed.

P₂ No! The margin for improvement is still too big. Timing of the programmes is sometimes out and what about the costs? Who will pay for it? How many times did we as school apply for funds or ask for help. We are still waiting. The person that is left in charge is he/she the right person. There is seldom follow-up.

P₃ I have gone to many workshops for leaders, but I found that most of these presenters have never been in a principal position. I feel that the challenges that face principals today, really differ from previous years. The WCED needs to conduct a survey as to what are the biggest issues school principals are confronted with daily. They need to do a needs analysis.

P₄ Yes, the initiatives towards development do exist. Some of these initiatives deserve to be followed consistently so as to ensure that they are workable and also people are monitored and advised accordingly. For those organizations that take the initiatives people get more empowered.

P₅ No initiatives as such from the Western Cape. I have to initiate as the principal development programmes such as NGO workshop to be done. The unions are focusing on post level 1-site stewards, not on principals.

P₆ Leadership development is not structured but isolated from educators' organizations, tertiary institutions and staff development initiatives. Educators have no input in leadership development initiatives e.g. principals only receive study leave. Educators (Post level 1-3) had no say!

Statement 3.

Equity of opportunity for leadership development is lacking. Departmental efforts appear to be aimed primarily at school principals, while other school leaders are neglected.

P₁ That is true. We do not have enough opportunities for others e.g. subject heads, HODs.

P₂ That is so true. Always plan ahead! That is why in my above comment. I asked the question, who will be left in charge? Is that person good enough? Does that person have the right skills? What I appreciated about the WCED Is that the newly appointed HODs were on training courses. Maybe that will show positive in our future leaders. Will the programmes be sustained?

P₃ Opportunities are given to all leaders at our school to develop. It also depends on the nature of the workshops presented. In any school there are workshops that only school principals may attend.

P₄ It is lacking. Deputies are not adequately trained to take over when principal retire. Departmental specialists need more training to able resolve conflicts, guide new teachers and be able to specialize in certain learning areas. Learning areas such as technology are still a difficulty.

P₅ It is lacking as much as they emphasize equity for employment of a principal. Deputy principal and HOD are neglected, depend on the leadership skills of the principal.

P₆ Agree. Leadership development should include all SMT members. No principal can manage in isolation. Important for career pathing and development.

Statement 4

Strong emphasis is placed on developing managerial skills while other aspects of leadership development are neglected.

P₁ True, we need more true leaders at school- people with vision and not necessarily managers.

P₂ If we see managerial skills as skills to do the normal administration and running of the school, I do concur. Maybe I was one of the lucky deputies at the time because I have been involved in other development where managing of people and people skills was the emphasis.

P₃ I feel that there are so many other aspects that a leader needs to develop like communication skills, listening skills, counseling skills etc. As a leader you must be able to develop any school holistically. I must be able to assist educators, parents and learners with whatever problem they are going through. As leaders we need to know what resources are available to educators, parents and learners. Administration is taking up too much of our time. I want to know how to assist learners in the socio-economic environment that they are living in.

P₄ The WCED does place emphasis on managerial skills. The aspect of developing principals on learning areas and changes in curriculum is given less attention more special the principal that have been serving in this position for longer time.

P₅ How can you manage without leadership skills. There is a need of leadership skills which are not just generally, focus on the principal as a leader at a school.

P₆ Agree. Managerial skills – Policy driven – Leadership development – more personal, ability / competency driven.

Statement 5

Curriculum development (leading/managing the curriculum) is not receiving the necessary attention.

P₁ True, although I feel that someone else can drive that (at) school. The principal has other, more important functions and roles of leadership to play at school.

P₂ I would not say that because we as school have been involved in a lot of workshops over the years. The only problem is that the planning on the Department side is always left for the last moment. The school must plan and manage time correctly. Where schools pick up problems is because of the lack of attention from the managing team.

P₃ Curriculum development in any school plays a vital role. As a manager I am not able to manage the curriculum, but we have a curriculum committee of which I am a member. The committee meets every second week and then gives a written report to the staff. We set up criteria by which educator's work is moderated twice a year. Report back is given to educators about their improvement and shortcomings. Workshops are arranged between the phases to assist educators.

P₄ The WCED has appointed people that are said to be curriculum specialists but they are not adequately trained to manage the curriculum. Learning areas such as technology need people that were trained in these specific areas to manage the curriculum. It is then difficult to lead and guide when not trained.

P₅ It is receiving attention. To me although it's limited. I have attended a workshop in 2003 on how to manage a curriculum as a principal for two weeks. They need to be continuous or a follow-up.

P₆ Agree. Although educators attend workshops (1 week) during the holidays, it is not sufficient. Suggestion: A one-week workshop for each learning area. Two-day practical assessment with learners (+40 learners)

Statement 6

Leadership development programs are generally not sustained and are not systemic.

P₁ I cannot agree because the opportunities that I have had were sustainable e.g. my union and University of Stellenbosch.

P₂ With that I can agree, because the general feeling is that dev. is always sporadic. There is never a pattern. You need to see progression and the long time span does not allow for that. You need the same group of people to do the dev. and that is where things goes lost.

P₃ Workshops are presented to leaders and then there is no follow-up. We never get the opportunity to go back and report on their experiences about a problem.

P₄ Leadership development programmes are concentrated only to principals. Deputies and subject specialists are not adequately trained assume full responsibility when the principal is not available.

P₅ From our Dept. you needed to organize them on your school plan. Even so no one from the Department is monitoring that.

P₆ True. Putting theory into practice is difficult therefore development programmes cannot be sustained. Knowledge obtained at workshops is difficult to implement as we are driven by environmental realities.

Facilitators need to be players on the field of education. They must experience reality in SA education (e.g. discipline problems, poverty etc.)

Statement 7

A feeling of neglect in the area of developing school principals exists among the school leaders, and this feeling especially extends toward the WCED.

P₁ Definitely, too much emphasis on other areas. I get the feeling that school managers are good enough for WCED instead of excellent and well-equipped leaders! Could be that there of also a true leadership up there – WCED.

P₂ In my first comment I stated that we are going about dev. the wrong way. Maybe it is the wrong people in management positions. Why is that so? Because the WCED are taking chances in who is running the schools. Like I said leaders are born. But help them to dev. and ID them early.

P₃ Before any person is promoted into a principal's post they need to get the necessary training and expose. To become a principal you need to have some management experiences.

P₄ The WCED does not take an initiative to develop principals. IQMS gives us the chance of pointing out the areas that we need to be developed in. The DSGs should be sincere as to point out to the individuals which aspects of the work that need attention.

P₅ Yes. You will find out that some principals are organizing themselves by forming principals and deputy association for professional development and uniformity.

P₆ Principals are not trained before they are expected to manage a school. (No formal training). Principals are thrown into the deep and expected to perform.

Statement 8

There is absolute agreement among school leaders that our role as educational leaders is to provide environments in which learners will succeed.

P₁ I would hope so! We should provide environments in which our learners can excel- safe, drug-free etc. to deliver quality education.

P₂ True, but with help and with smaller classes and the change in the ratio. Provide real "free education" Why do schools need to struggle for funds? All these things will contribute to provide the right environment.

P₃ We need to create an environment where learners feel safe and secure before any learning takes place. We need to develop learners in such a way that they can fulfill their role in society. Learners that come from this area need to be exposed and need to be given the opportunity to develop to the fullest. Each day they need to be motivated and encouraged. Education needs to become role models for these learners.

P₄ Our main task as school leaders before any meaningful learning take place is to provide environments which are conducive to learning. We as leaders fully agree that groundwork has to be laid for learners to succeed.

P₅ Yes. The main role is to cater for our clients' needs as in an institution client service is very important.

At school we are dealing with a learners and parent, that relationship is important.

P₆ There are expectations to provide successful environments for learners. Safety of learners and educators has become a great concern. This can hamper success.

Statement 9

The improvement of leadership capability and 'building capacity' for future learning and development are significant in improving schools.

P₁ This is something I feel that the WCED should address very seriously. Principals should also take responsibility to do 'capacity building' at school so that we can collaboratively work on this.

P₂ Definitely. It plays a significant role in what will happen in the future. Better leaders will make following so much easier. Sharing of ideas by learning from past experiences will definitely boost our capacity in providing better schools.

P₃ Our school development plan is the best tool to use for capability and capacity building. Educators need to initiate and it leads to development.

P₄ Education is not static. There are constant changes and transformation. It's therefore very important that capacity building is done regularly so that people are able to cope with the changes in education. Drawing relevant policies, how finances are run, vision and mission for the things that any leader must be to draw.

P₅ Yes, if there can be compulsory courses for principals and future principals as an entry, it may contribute towards uniformity generally in our leadership capacity.

P₆ WCED strive to have quality assurance at schools. If WCED continues to provide opportunities in which managers can improve their skills, the future of education in SA will be significantly improved.

Statement 10

Individual and collective school improvement can be enhanced by a focus on the development of leadership across a learning network of schools.

P₁ I like this idea! Something I have not yet thought of. It can also be done in circuits. CMs should drive this process.

P₂ Yes. We can always learn from one another. We must just be careful that certain aspects are unique to a school. We cannot always generalise. Take/share what you can use. There are certain things that are generic. Focus on those. Group schools that share the same.

P₃ Contact needs to be made with schools in the surrounding area. We learn from each other and it's also a chance to speak about the different challenges that leaders are exposed to.

P₄ Individual and collective school improvement can be enhanced. School committees such as finance comm. stationery, safe school committees are just examples of collective school improvement and development. Also engaging parents to participate in joint governing body by drawing up policies and managing school assets enhanced by development of leadership.

P₅ Collective school improvement may contribute because our teachers like to compare school A with school B- especially geographically. In our area we are in a process of tackling our curriculum as a cluster.

P₆ True. Schools can be improved by focusing on the development of all leaders with the intention to provide quality in education.

Statement 11

School leadership is about advocating, nurturing and sustaining a school culture and instructional programme conducive to student learning and staff professional growth.

P₁ Oh yes. School leadership should benefit the learners and staff. We must remember that it is a process. It must be done continuously. It is a permanent investment into the future of people.

P₂ That is so true. Like I said every school is unique. Certain things will work in certain schools and not in others. It is good for people to get used to “a way” of doing things and to set targets. To provide enough time for things to be done by planning ahead and to be consistent. Always to allow staff the freedom to try new ways of doing things. “Never stand in the way of progress.”

P₃ Training should be an ongoing process at any school. When educators attend workshops they should report back to the rest of the staff members.

P₄ Quality education is a product of quality teaching. If leadership has a vision for the school, the school can easily have a nurtured culture and instructional programmes driven and nurtured by them. The staff and pupils will have values that would be conducive to teaching and learning.

P₅

Staff development programmes are very important for professional growth. Even for our learners and parents not only SGB only to promote ownership of the school.

P₆ Agree. If all stakeholders have a shared vision and a common goal it will facilitate a culture for successful implementation of instructional programmes.

Statement 12

Leadership development should be empowering insofar as it equips educational leaders with the knowledge and skills required to reflect on and transform their practice.

P₁ Ultimately. Does one ever reach such a point? But it is a process.

P₂ Yes, it is also good to have a wider vision and to choose what you would use and how it will be used. Even if it is a focus outside your field of service. A leader should have the vision to see what is empowering and thus be selective.

P₃ A leader must have different ways in which you lead a school. You must be able to reflect on your leadership style and be able to adapt to circumstances. Growth will only take place if a leader reflect honestly and truly and identify shortcomings. A leader must be able to admit when you have made a wrong decision.

P₄ Education is not static. There are constant changes that occur. Leadership development forms part of the process of equipping them with the knowledge and skills that are required to cope with transformation.

P₅ If leaders are equipped that will promote progress in the institution.

P₆ Agree. Leaders must be able to do a SWOT analysis to know their strengths and weaknesses. Schools must be self-reflective and should apply development planning as a tool. (SDP). Transformation in practice has become the reality of the new era of change.

Statement 13

Leaders are not willing to share their power and authority with other staff members.

P₁ Should not be like that. Fortunately I know many leaders who are actually very keen to share their power and authority with other staff members.

P₂ You as leaders should know what to share. If you share, be consistent e.g. any chairperson with certain powers is allowed to use it. Who gave them the power? The principal! But give all of them the same power. Keep your veto power.

P₃ It is important to share responsibility with other staff members. Staff members needs to be empowered and be part of the decision-making process at school. When all staff members are involved it will give them a sense of belonging somewhere. Staff members will not see growth at the school if they do not share responsibility. The leader must however decide to what extent is he/she willing to share power and authority.

P₄ Leaders are prepared to share their authority with other staff members hence there are committees. Such as finance, catering, safe schools. These committees are headed by other staff members but the leader is always held accountable about whatever happens.

P₅ No, that can be few leaders who can do that because the role of a leader is to share your leadership skills that is why it is important to set example to your staff members. Not even abuse your power.

P₆ Disagree. In a transformative SA after 1994 no leader (public servant) can operate in isolation. The new SA schools act command a co-operative management approach. Democracy is the foundation of the SA since 1994.

Statement 14

There are suitable and adequate mechanisms in place for leadership development and training.

P₁ As I mentioned not known enough. But I know that it must be available.

P₂ Yes, but we still need more structured means of dev. and one central body that do all the training. There must be progression. The same people must be involved to pick the loose ends. The general feeling is “the one does not know what the other is doing” It leads to over-loading and frustration for the trainee.

P₃ Educators goes to all the workshops presented by the WCED. Shortcomings must be identified and some of these issues may be done at school. Other organizations are also approached to assist.

P₄ There are suitable and adequate mechanism in place for leadership development and training in many areas. Leaders are trained in conflict resolution, finances, how advise governing bodies and many other areas in the development of the school.

P₅ But as a principal you have to make your own efforts to attend those leadership training.

P₆ Disagree. Mechanisms? Might exist but not close enough to be effectively accessed for development and training opportunities. Suggestion: WCED can support schools with the necessary funding to facilitate their own development needs. E.g. (R100 000.00 per school) Funding exist – etc.

Appendix E
Research Project
- Interview schedule for principals -

QUESTIONS:

B. Skills

1. What are the skills needed for principalship?

C. Leadership Roles

1. What leadership roles do you play in your school? Which two would you list as most important? And why?

D. Curriculum

1. Who (Principal, Deputy, HOD, PL 1 Educator) is responsible for driving the curriculum at your school? Explain please.
2. How would you rank your role in instructional leadership, Most important, average, and least important? Explain please.
3. Are you sufficiently equipped to fulfil this role? Tell me more please.

E. Ethos

1. Who (Principal, Deputy, HOD, PL 1 Educator) is responsible for establishing the ethos of the school? Explain please.
2. How does this person go about doing this?
3. Should you be regarded as fulfilling this role, are you sufficiently equipped to do this effectively?

F. Human Resource Management

1. Handling conflict in the dynamic context of post-Apartheid South Africa. Do you feel adequately equipped to deal with this? Please tell me more.
2. Similarly, other HRM demands on principals are substantial and increasing like dealing with staff retrenchments. Do you feel adequately equipped to deal with this? Please tell me more.

G. Financial Management

1. Principals and SGBs now have significant responsibilities for financial management budgetary skills, determining schools fees and fund raising, and many principals feel inadequately prepared to fulfill these roles. What is your position on this?

H. Needs

1. What needs do you have in terms of leading your school effectively? (Where do you need help?)

I. Obstacles

1. What are the obstacles that you face in your quest to improve your leadership competence? (What hinders you to improve your competence as a leader?)

J. Common Challenges

1. Are there particular challenges that are common to principals in the Western Cape? (When you consider what other principals also regard as challenges)

K. Responsibilities of leadership development

1. What is your perception about where the responsibilities of your leadership development lie? (Who should be identifying the need for it, organising it, providing it, funding it etc.)

L. Current sources of leadership development available

1. What are the current sources of leadership development available for you in the Western Cape? (Considering unions, WCED, DoE, Labour Dept, school clusters, CMs, CTI etc)

M. Support

1. To what extent do you receive support from the education authorities and elsewhere to enhance your leadership skills? (What assistance do you get?)

N. Recommendations

1. What recommendations do you have that will improve principals' leadership skills? (To universities, Govt structures, private sector, employee organisations etc)

Appendix F

Research Project

- Principals: Summary of interviewees' profile -

A. Biographical Information

1. Age

21 to 30	31 to 40	41 to 50	Over 50+
	P2 P3	P5	P1, P4 P6
	33.33%	16.67%	50%

2. Gender

Male	Female
3	3
50%	50%

3. Teaching Experience

0-4 Years	5-7 Years	8-12 Years	13-19 Years	20 + Years
			P2 P3	P1, P4, P5 P6
			33.33%	66.67%

4. Experience as a principal

0-4 Years	5-7 Years	8-12 Years	13-19 Years	20 + Years
P2 P3	P6	P4 P5	P1	
33.33%	16.67%	33.33%	16.67%	

5. What are your qualifications? Indicate your highest qualifications.

Teachers diploma	100%	P1	P2	P3	P4	P5	P6
Bachelors degree	50%	P1	P2		P4		
Honours degree	66.67%	P1			P4	P5	P6
Masters degree							
Doctorate							

6. Are you currently studying? Why? And towards what qualification.

Yes	16.67%			P3			
No	83.33%	P1	P2		P4	P5	P6
Why				To improve qualification			
Qualification				Diploma in Educational Management			

7. Do you have a qualification in leadership and management? If the answer is “yes”, please add the name of the qualification.

Yes	33.33%			P3		P5	P6
Qualification	Organisational Development Skills; Leadership and Management			Organisational Development Skills; Leadership and Management		Short courses in Leadership and Management	Short courses in Leadership and Management
No	50%	P1	P2		P4		

8. What other management positions were you appointed to, before you became principal? Indicate which positions you were appointed to as you were promoted.

Senior Teacher				
0-4 Yrs	5-7 Yrs	8-12 Yrs	13-19 Yrs	20+ Yrs
P1, P2 P3	P4	P5 P6		

Head of Department				
0-4 Yrs	5-7 Yrs	8-12 Yrs	13-19 Yrs	20+ Yrs
P1, P2, P5 P6	P3 P4			
66.67%	33.33%			

Deputy Principal				
0-4 Yrs	5-7 Yrs	8-12 Yrs	13-19 Yrs	20+ Yrs
P1 P3 P5 P6	P2	P4		
66.67%	16.67%	16.67%		

QUESTIONS:**B. Skills**

1. What are the skills needed for principalship?

C. Leadership Roles

1. What leadership roles do you play in your school? Which two would you list as most important? And why?

D. Curriculum

1. Who (Principal, Deputy, HOD, PL 1 Educator) is responsible for driving the curriculum at your school? Explain please.
2. How would you rank your role in instructional leadership, Most important, average, and least important? Explain please.
3. Are you sufficiently equipped to fulfil this role? Tell me more please.

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1. Who (Principal, Deputy, HOD, PL 1 Educator) is responsible for establishing the ethos of the school? Explain please.
2. How does this person go about doing this?
3. Should you be regarded as fulfilling this role, are you sufficiently equipped to do this effectively?

F. Human Resource Management

1. Handling conflict in the dynamic context of post-Apartheid South Africa. Do you feel adequately equipped to deal with this? Please tell me more.
2. Similarly, other HRM demands on principals are substantial and increasing like dealing with staff retrenchments. Do you feel adequately equipped to deal with this? Please tell me more.

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1. Principals and SGBs now have significant responsibilities for financial management budgetary skills, determining schools fees and fund raising, and many principals feel inadequately prepared to fulfill these roles. What is your position on this?

H. Needs

1. What needs do you have in terms of leading your school effectively? (Where do you need help?)

I. Obstacles

1. What are the obstacles that you face in your quest to improve your leadership competence?
(What hinders you to improve your competence as a leader?)

J. Common Challenges

1. Are there particular challenges that are common to principals in the Western Cape?
(When you consider what other principals also regard as challenges)

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1. What is your perception about where the responsibilities of your leadership development lie?
(Who should be identifying the need for it, organising it, providing it, funding it etc.)

L. Current sources of leadership development available

1. What are the current sources of leadership development available for you in the Western Cape?
(Considering unions, WCED, DoE, Labour Dept, school clusters, CMs, CTI etc)

M. Support

1. To what extent do you receive support from the education authorities and elsewhere to enhance your leadership skills? (What assistance do you get?)

N. Recommendations

1. What recommendations do you have that will improve principals' leadership skills?
(To universities, Govt structures, private sector, employee organisations etc)

Appendix G

Research Project

- Transcripts of interviews with principals -

A. Skills

P₁ I spent much time with your document. Completing your research statements was important to me and it was also a good exercise to test myself. To me the first is HRM, staff dev. I think it's important for a school principal to development people, learners, staff and the broader community. I see myself first and foremost a manager- HR Manager at school. Secondly, strategic planning. Managing physical resources is least important to me. A P is not a manager to me- he's a school leader. Leadership is important to me therefore I want things to happen. I've been at school for ten years. If I can't make things happen, I've got to leave.

I want to transform the school and the people's lives and motivate people. I also want to initiate change management

P₂ You must be skilled to do administration and the most important to me is that you should get along very well with people. You must be a people's person.

P₃ It's obvious that we need to have leadership skills. I feel that we do have leadership skills, most of us especially if you've been promoted from pl 1 to pl 3 to pl 4, you will come on certain skills, leadership skills, but I feel in some other areas principals are not fully equipped to deal with other situations outside leadership e.g. dealing with trauma, counselling of learners. Also how to assist parents especially in this sub-economic environment that these learners live in. So beside leadership skills we need to be able to deal with those other issues. Also leading a school, the administration of a school. Organisational skills, you must be able to organise, you must be able to arrange. Need to put structures in place and also you need to have financial skills because that forms the big part of running a school. That should be part of your leadership skills.

P₄ Well, the skill that is mostly needed is to be able to guide the people to attain the vision of the school. The vision of the school is what you aspire for in a couple of years and to get that you must acquire skills, develop yourself and the department helps you in that kind of way of developing yourself to be able to handle any transformation in education and any changes that are taking place.

By transformation I mean, you know education is not static, it changes everyday there are changes. For one to be able to cope with all this you do need some skills to be equipped with skills so that you can handle any changes that are taking place in education.

P₅ I think generally leadership skills and management skills. I usually differentiate them that there is a slight difference between leadership skills and management skills. So I feel that is very, very important. Leadership skills I think it refers to specifically as a leader- excluding being a manager. Just the skills to be a leader how- like for instance a slight equality setting of an example. If you are a leader you need to be exemplary to whomever you are leading. I feel that skill is very, very important. And as a manager how do you manage your people like understanding of the environment of your people. I feel there is a slight difference. You can be a leader but not having management skills.

P₆ I think the first thing is you need to be committed, loyalty, loyalty not just only to WCED, to education, but also to your staff, your learners, the community. Transparency is another one that I think is very important and I think you need to be friendly with people. Because that I believe if you are an unfriendly principal, who would like to come to an unfriendly person? I think those are things- that's very important and you need to be hands-on. I do think that's its also important that you should be a person that's a people's person- that's very important. You should be a person also that try to reach out to people, learn to know other people and you need to understand also that people are different - we're all unique. If I say unique then I say they can never be you. And that is something that I've learnt- don't try to change people in you, into a Mrs X. Learn to accept people but learn to show people that they do have strengths and I think the most important thing to me as principal is be positive, everyday coming to school and showing people especially in this day and age where you hear such a lot about, negative things about education and people are also demoralised also.

I think that if a principal should come in entering his school every day, dragging himself to school, being negative. It will have a ripple effect to all the, to the rest of the staff. So I do think that being, not just positive but also being bold, being strong showing people that you know what you want at your school. That also. I do think that's very important.

That you must be able to deal with conflict, you must be able to know that you need to listen to other people also- their side of the story and of course solving problems also- being a problem-solver is very important because that is what you get into your office almost every day.

B. Leadership Roles

P₁ It has always been important and still is to me, to do change management, change leadership. I see myself as the change agent because we're living in a changing world. We're preparing our children for the world out there and the world that they will experience does not exist as yet. We have to remain clued up as a leader with this change attitude to prepare them. Ch Man is important, also Transformational leadership- I see it as my role from a spiritual point of view I have been placed in this role by my Maker for a reason, to be the transformation leader at my school.

P₂ The role that I am fulfilling for the past three yrs means that I am at the forefront of all things that happen at school. I also initiate things that should happen at school but I am also willing to stand back in order to allow others an opportunity to grow, to help manage the specific activity that we're engaged in. It's important for me that I should not always be the center or focus so that when I'm absent others should know what to do and be able to continue the task. I empower my seniors but I use my veto right in a professional manner. To me it's about "can you sustain what you put in place?" The Curriculum is of primary importance to me together with the school's relationship with the parents, the community. I am the chair of the functions committee. My presence is important so that parents see my interest in the school.

P₃ I think that the most important leadership skill that you need to have is to manage your school. Is being the manager of your school. You just don't need to manage your staff, but you have support staff, you have admin staff and you also have the SGB that you need to give guidance to on how to govern the school so to me managing the school is very important. You need to put structures in place. Because structures goes a long way.

It's about setting aims for your school. Looking at administration, looking at the finances. Those are all the organisational skills that you need to have and then I think the other one is that is the Curriculum. Because the Curriculum plays a big role in the school setup. As an instructional leader.

You need to know what is happening in the Curriculum. You need to be the drive behind the Curriculum. You may not be the one that's co-ordinating it but you need to be the person that's in the driving seat because you need to take the process forward take it to the HOD and then you take it down to your other educators.

P₄ One because you there is a governing body in the school and those people have to look after the building, they have to look after the policies of the school. One has to play a leading role in that sense to guide those people because every three years you get new people so you must be able to know exactly what is needed for them to do in the school. The governing body are re-elected after three years. So if the leader is equipped with the skills of knowing exactly how to guide these new people and what is needed and what must be done in the school. Secondly you have your deputy and your controlling staff, we call the SMT. There you must be able to know each and every one of them. You must know their strong points you must know their weak points and at the same time if for instance you are going to have a meeting, you must know who will be able to put through what you need at that time. Secondly if there's administration work to be done you must know exactly who is strong in doing that kind of work. Human relation skills and facilitation skills and also you must be able to decentralize your work, know exactly that if there is a task to be done who must do it. Delegation skills. And also you have your secretaries, for you, for the school to go forward they are the engine of the school, they are the face of the school They must be able to know each and every little thing. If you've got the paper that comes in they must be able to know exactly where to find that paper. They should know even if you are not there that this is how things need to be done, even a letter that must be written, they must be able to know how that letter should be written because that is the image of the school.

P₅ Its on my colleagues in management i.e. the SMT whereby I need to support them to address some issues with them where I can see there is an area which needs an attention. With the generally the teachers and the learners also like for instance towards the learners we try to create leaders towards them where there is a prefect system and all that.

When I say the staff, I include the non-CS. The most one is the support generally that is as I say that I support my colleagues in management and I feel they also need to support their subordinates it goes on and on the teachers also support the learners. So I feel that is very, very important support and guidance.

Yes, especially when it comes to Curriculum. I think this is what we have come for in teaching profession- to develop our Curriculum. In my BEd I did Curriculum development and I felt that we need to expand that in teaching, so in our school what we usually do. I gave the Curriculum development towards my deputies. I've got two deputies- the one is focusing on the foundation phase and the one is focusing on the intermediate phase, but we sit down, the three of us and discuss further what is needed on all the Curriculum development. So they also have their subordinates that are the HODs and the committee of Curriculum which are focusing on the needs of the school.

P₆ I think being, guiding your staff steering them in the right direction knowing that the vision for your school, you running with this vision and you're having other people on board- all stake-holders on board with this vision. I think that is very important that every principal should know where am I taking my school to what do I want? At the end of the day when I walk out and I'm leaving education. Did I really achieve? Because surely, when you applied for this post you had to have a vision. Where am I taking the community's children and even the educators and I think that is very important to me.

Being a visionary person. That is very important to me. That's one and I think the other one is accepting diversity also and telling educators also we're in a new era now. You need to accept different cultures, you need to accept children that come into your school that have learning problems. All are not the same. You have a high perhaps standard that you- but all are not there and accepting diversity. If we should have a child here and that's what I'd like to have at my school- having ramps even here at school- accepting children that have that disability I mean that is the trend that I think the country is moving into. Transformational yes, accepting change.

C. Curriculum

P₁ Before I became principal, I thought this was the principal's most important role. As I moved closer to become and eventually became principal, I now believe this is a responsibility that I can delegate. I don't need to be the Curriculum leader. We have an HOD who leads our Curriculum in consultation with me because it is dear to my heart- I love the Curriculum and I want to be close to it. Parents expect the basics that the school teaches his/her child- primarily for the Curriculum. It is however not my most important role. I remain up to date and attend all relevant training though. I will not rank it as most important but also not as average. Possibly between the two- a little more than average.

Because I want to spend maximum time on change and transformational issues. I however do not feel adequately equipped. It's too wide. I attended a 2-week Curriculum Management Course in 2003. I however still do not feel that I am well equipped to drive the Curriculum at our school.

P₂ I initiate the Curriculum, but I don't do it alone. I ensure that info is given through to our Curriculum head i.e. a deputy identified for this purpose. I am present but in an observer's capacity. I want to know that our Curriculum is headed in the right direction. Sometimes I am not available or present so the Deputy and his team drive the Curriculum. I oversee their activity and am also an ordinary member of this committee because I need to give account of the outcomes of the team.

I rank my role as most important because as principal I have to take the lead. The Curriculum can proceed without me but I want to be kept up to date- right from the start.

I received good guidance from the Department. I feel well equipped. When I drove the Curriculum, I was clued up. Many workshops were held and we were always in contact with the EMDC- here we received good reports from our Multi-functional team.

It is worrying though that the EMDC is not unified in the guidance they give us- it's confusing sometimes. We do not always know whose advice to follow.

P₃ We've got a Curriculum Committee, principal, the deputy, HOD and one post level one person of each grade. SMT plus one educator of each grade. I wouldn't say it is the most important one because we have a co-ordinator but I work with the co-ordinator. I'm sort of the middle, second person. At the end of the day I need to know what's happening there and I make that very clear.

We put moderation process in place. I sit in with moderation I'm managing the process, seeing what we've put on the table is being implemented not only at the side and people are saying but we do moderation and the Curriculum planning a nice criteria. At the end it's not implemented so I do see that things are implemented.

Personally I feel I've equipped myself to play that role. In the sense that I've done Curriculum training management for various phases as it was implemented by the Department. Last year, 2004, and 2003. In a different EMDC. I've done no training in this EMDC and I've been here for a year. Given by Dept. subject advisors. Given by NGOs' working with subject advisors. Most of the training was done by subject advisors.

P₄ We have education specialists, subject specialist those are the guys in the SMT and they are the nearest to the people and also they are driving the Curriculum. Those have a post level two. There are five. The whole SMT. They are nearer to the people and they are being helped by the deputy. Not forgetting that there are post one teachers that are good in subjects, they have a major role to play also and when we have to draw up policies or in the subjects that they are good in they are utilized also to guide other people. The educators.

My role is very important because at the end of the day, I have to account for everything that happens in this school and so if my instructions are not clear, if my instructions are not followed because they are not clear it means then that the whole school will not be lead in the right direction. One can never say you are adequately equipped. Let me cite an example for instance, there are new learning areas such as technology and there because we are the people who learned long ago, we don't kind of follow those kind of learning area then we still need to be skilled more in those kind of new learning area.

P₅ As much as the deputies are driving but they cannot drive it without the principal, the principal needs to be fully involved with the Curriculum.

It is very, very important you know sometimes you can see the people rely on you- you know if you are a principal you are just like a mother figure in your family whereby everything will be- there will be so much consultation even if you've got your subordinates in management. So you as the principal, you excel in leading so you must always pulling, pulling up.

It's a difficult question. I don't know to the other person who would assess me. It's difficult to say you are fully equipped.

I'm sure each and every person is always prepared to learn each and every day. So I won't say I am fully equipped. I am prepared to learn every day and I'm always seeking information where I'm consulting my colleagues in principalship, the Curriculum advisors, especially when it comes to Curriculum. My seniors so I cannot say I am fully equipped. I cannot say enough equipment.

Yes. I did I think in 2003 there was a course organized by our EMDC in the EMDC for two weeks, I think it was two to three weeks where it was about how to manage the Curriculum as a principal. Specifically that is the one, except those one-day training where you'll be requesting them as the principal just for your school.

It was just a follow-up the following year where you need to give them feedback and I think the facilitators were from Gauteng, I think. So after that there were no fully courses from the Department.

P₆ There I think the principal should play a very important role 'cause he needs to be hands on with the Curriculum because that is the reason why the school is here. The most important thing at the school is education. And that is what the teachers are also coming for. Therefore you and the Curriculum co-ordinator should work hand in hand. That is the different person. That is my deputy principal, one of the deputies. But we know exactly, we always talking about Curriculum. When I see that person it's Curriculum. Most of the time- seldom that it's other discussions. When I see the financial person it will be finances. But the principal, in a meeting- attending meeting knowing also everything about the Curriculum- attending also workshops, knowing about the new assessment changes that there are. But attending workshops with the Curriculum co-ordinator also. So the two of you- when he has a meeting and sometimes he can forget something you can perhaps help him. That's very good for I think for the staff if the staff also knows our principal also knows.

Is also informative about the Curriculum. So I do think that the principal and the co-ordinator should work together.

I would say most important because we work together. I don't think that my deputy doesn't inform me. Say for instance I do allow him to take the lead also because you can't do everything. You need to delegate. But you need to monitor and for monitoring you need to be hands on. Because if you don't monitor the Curriculum. That's where I fit in. So I don't think I should say most important. I think I should put the deputy there on top because I think it's his area, right? But his field also. I can't. I really don't know where to put it because we're working together, yes, as a team yes.

I received training I'm in a classroom also. The two weeks training that we had all principals at the Department, WCED, EMDC, yes the RNCS, the principal as the Curriculum manager yes. Which was very good because there we had to work out learning programmes and work schedules and stuff like that. That's the formal training that I had on the new approach. That was last year two weeks at the beginning of the year, 2005 yes. Which of course I could immediately also- it's not going for that training and not being in the field busy with it also because I am also in the classroom.

I won't feel adequately equipped you never you always learning there's always changes in the Curriculum. So you must be open for those changes. Yes, of course. Seeing that's it's a new approach.

D. Ethos

P₁ Simply stated it is the atmosphere but more. The soul, the heart of the school. Yes, the culture. Driving it is a collaborative, collective effort by many role players. It has to develop from amongst the people- to speak about it, live it, and give meaning to it- as a group. My role is again, developmental. Otherwise people will not buy into it and take ownership. We should all know where we're going with the school.

The SGB is important, all staff, everyone linked to the school. We sat down in sessions- work sessions and asked why are we here, where do we want to go. We're always talking about it, it's not only on paper living it out, making adjustments, grow and apply it. We re-write it regularly for and with one another.

Are we ever fully or sufficiently equipped for whatever? I don't think so. I remain a student. As I sit here I can't wait to be at school again. I am being made aware of things that I can still improve at school.

P₂ Ethos to me is our purpose for having a school. Why are we here? What do we want to achieve?

What is our end goal?

Ethos starts with me as principal. If you don't have a strong principal the team can be very good it will not suffice i.e. the leader determines in which direction you will move. The team will perhaps murmur but you as leader have to drive the ethos. The SMT, staff, SGB- the need a strong principal to help drive the ethos- they cannot do it alone.

I re-examine myself and look back to the previous year. Once you identify needs, you should then engage your SMT. I also encourage the staff to look back and grow on the learning of last year.

I searched myself this morning. I'm not inclined to blame someone else when things go wrong. I ask what did I contribute to that which happened. Sometimes you feel inadequate. I don't allow it to get me down- I take it as a learning curve. When I consider our successes, I learn from it.

P₃ Isn't it what the school stands for and what we'd like to achieve and what we can bring in to make a difference so that learners can see and also try to work towards that and they must see the change, they must see the school is moving.

I think that's like setting up the vision of the school. That should be the whole staff. Not only the staff.

You as a manager need to know where you want to take the school. You need to play a role there in setting the ethos of your school and uplifting your school and also looking at the culture of your school and how you can make a difference there.

Your management team, with the principal you need to drive the process and you need to equip yourself with the skills.

Firstly you need to look at where the school is. You need to look where we are at this moment. What we have done and then we need to move forward to the future and what you'd like to make different, the failures that we have done, the things we could not achieve. What I think we need to do is to get everybody involved. We as SMT need to sit, we need to look at our short-comings and we need to say, we want to teach the children certain values but we looking at different cultures at our school so we need to be careful what values we going to teach our learners. We need to work from there. We can't teach our children that because that is not part of everyone's culture. Need to move forward from there. Uplift interest from there. Look at the community as well.

To be very honest, I come from a circuit where we weren't really exposed to different cultures. For me really that is my biggest challenge. I've also realised that because I'm a person for change, I need to look at those things and I need to see how I can accommodate our different cultures within our school. For me it is actually really a privilege to be a principal of a school like this. I know it's a challenge in the sense that we so bound by we only used to have coloured teachers and we only used to have coloured children but now I'm sitting with totally different races and cultures and things and for me what I do is I try to read a lot and I try to ask people questions. What would your culture do? Forever asking questions. I may not be equipped but I am willing to learn.

P₄ I'm a little out there. To me ethos would mean that how do we go on with the whole thing, the holistic kind of handling of the school. Exactly, it means the culture of the school, what do we envisage as the people, the parents, the governing body, the teachers and the children of the school. What do we aim for at the school.

All stake-holders that are in the school, even the sweeper is very, very important because the cleanliness of the school is his duty. Then the parents and the governing body have to formulate policy so that the school is guided in a correct way. The teachers have to drive the Curriculum so that the kids in the school are adequately equipped at the end of the day.

As, for instance I said parents and the governing body have to see that there are policies and the sweeper have to look after the health of the children and also how the image of the school and the teachers have to drive the Curriculum so that the kids are adequately equipped at the end of the day. I as the principal have to summon all those people so that we work together to attain our goals.

As I said before one can never feel adequately trained because there are changes at the same time. People are so unique. One has to sometimes be able to handle conflict in the school and one has to be trained in order to attain those skills- conflict resolution and at least also how to manage difficult people.

P₅ E-t-h-o-s, Generally it is about ethics. I think it is about ethics, I don't know. I'm not sure. We focus, it's about values, which includes our visions, motto of our school, culture of the school. Well, it is our school management. That is the SMT with our school governing body, the leaders in the community. But I build a new relationship with, like for instance we usually work very, very closer with our counselor so that whatever ideas she's got, she can bring up to the school and even some of the community organizations, the NGOs they are part of our school sharing some of the skills to our teachers and to our learners.

By the policies we create some policies especially to the learners to our code of conduct where we'll be discussing it with them and the parents and we usually give the prefect system some time to spend with their colleagues, where they can have some talk or our ex-learners where we invite them to come to the school just to share their experience. I won't say I am. I'm sure any assistance will be welcome on that.

P₆ Ethos is as I see it is what is the culture of the school? What do I pick up when I enter the gates of the school? Do I pick up- What's going on here? Education? Or is it a do what you wish school? Do people know why they are here? Do the children know why they are here? Do they know that at the school should be an atmosphere of learning, an atmosphere of change? That is the ethos at our school.

All stake-holders. You initiate it. You need to be the initiator. You need to be the driver, as the principal. You need to walk with it. You need to talk it. They need to feel it. All stake-holders even the governing body knowing that this is what we receive at- my child or our children are receiving at the school, this is what we the drive at our school.

Educators, principal, governing body, learners that's how I feel and even the cleaning staff, the admin clerk whatever- they should know, they should know that at the school that is the driving force at the school having an atmosphere of learning taking place.

It's change when I came here I found that absenteeism was one of my biggest problems of educators.

I picked it up also from the governing body what they experienced. Listen, keeping your ear on the floor- not acting immediately on something but also watching out of a tree what's really happening in the beginning. That I can say it's something that's not problematic that much any more.

You do have here and there people but they know that this is what's expected because of example. I do believe that a principal must set a good example. Principal must first observe then bring in changes slightly, yes. Definitely. No, what I did is I took educators to policy. What does SACE say why are we here? I made use of the policy of the Department, made copies of it, we went through it everything telling my staff this what is expected of us. Is that what we are really doing? And I do believe also that if I say I'm your colleague I should consider you always. What am I doing to you if I am not really here, you know?

It's a challenge and it will remain a challenge because people change- all are different but I do feel yes I can. If I had all on board and- right. No, no I haven't but I do think that is what I want. And that is what I am- to a certain extent we did get it, we did, we did definitely. People know where they are taking their learners to. It's just that the problem that we have is our community. I don't think our community is equipped enough to really come on board. I don't think, I think- due to also politics. And what had happened to them in the past- yes, they are not really changed paradigm shift at our parent side. Yes, so I think, I think that is something that in due course in time to come – something that I'm thinking of is starting an ABET school here at school you know it will be beautiful especially for our parents that can hardly read. Yes but the timing, timing from grade one to grade eight just to uplift the community.

E. Human Resource Management

P₁ No. I have a weakness. I hate conflict. It's about how I grew up. To me it's bad. I chose to ignore it.

I attend to it and work on it immediately. For Post 1994 conflict I am not adequately prepared. I have asked EMDC to assist all principals in this regard, but to date, nothing has been. I still hold “them” accountable. I’ve had few such incidents though because I feel those involved were too gentlemanly with me and backed off. Perhaps it has to do with our past.

We handled our first experience very poorly- very poorly. Our motive was so wrong. We wanted to get rid of a teacher. I had to take the brunt for the SGB. We could have landed in court. Our employer did not train and develop us adequately- they passed the buck to us.

The next round was done slightly more professional- but still without training. The EMDC then passed the buck to me again. Principals feel it’s not their job. It’s bad. Recently we did it with our non-teaching staff. We then consulted HR Managers- all on our own. We did it clinically. After 2 previous rounds, the 3rd time went better.

P₂ I don’t always feel adequately equipped to handle it. I have to tear myself away from other engagements to attend to conflict amongst staff. I sometimes feel it is unnecessary. I do feel I can handle it as I should, I don’t have a choice. Personally I always look at things rationally. Sometimes I feel I am too young for the challenge. Sometimes it’s about how you feel on the day.

It is really a difficult question to answer. I have had to work with staff retrenchments. I feel the WCED shifts their responsibility to us. I then decided to shift it back to them because I did not agree with the criteria. To me the WCED was not clear about the role of the principal in it- they did not do enough. They did not equip me sufficiently to perform the task. It was my first experience. I would have benefited from the experience of other principals but no assistance was offered. I don’t feel I got the support that I needed.

P₃ I think when I started here I wasn’t, maybe I was not equipped- really I’m being very honest. That’s a year ago. I looked at this. You see it also depends on the kind of person that you are and your background, where you come from so when we speak about our future years and where we come from and where we’ve moved now. Because I was brought up in a house where we also went through the struggle I personally may not but my brothers and sisters being older they also took part in the struggle so to me it’s not really something new you it’s just that I haven’t been exposed to it directly.

Now yes, now yes but when I started I needed to really sit down and reflect and say but you've been part of the struggle, you need to change some of your ways, you need to adapt and you need to reach out. N-o-o-o.

That's one of the things we, as principals were not really trained for most of the challenges that we are faced with, especially in these areas. I'm also saying maybe before they run workshops, especially leadership workshops, do a needs analysis because then we'll put these things on the table and say why not have workshops in these areas because now we go to workshops but then it's about how to manage your school, we're looking at the administration side, but we're not looking at the issues that are coming up.

No, I feel in that sense I feel I'm equipped to deal with that. As part of management. We've dealt with it. The only problem now is when we talk about teachers in excess now it's a different problem because now we're talking about people of different race. We also need to realise because more schools are erected in the area learners are moving away so at the end we are going to sit with that. But I think you as the manager gradually have to prepare people for that so that is what I'm doing at the moment, I'm making people aware. The circumstances have changed. There is bit of reluctance, a lack on my side on exactly how to work in this new setup.

P₄ Not, I feel I am not adequately equipped. Let's cite an example for instance. If there is a teacher in the school that goes astray and you've got to discipline that teacher and that teacher takes you to the union and labour relations. One has to be able to handle that event adequately. Then if principals have no sight of what is going to take place there then you feel that you are not adequately equipped to deal with such situations as principal of the school.

Although this is a joint thing in the sense that we've started to be involved in formulating how we should handle that situation. At the end of the day, the principal bears the brunt of being the last person to handle that situation and people are always- they always have a negative attitude towards the principal in retrenchment of people. There is no trust because the staff always thinks the principal is doing away with the teachers that he does not like in the school- with other motives. I feel that a clear policy should be in place. So that everybody has no doubt that if somebody goes out of the school there are motives behind anything.

P₅ No, I'm fully equipped on that. I've been attending so much conflict resolution courses and at the same time I think that is the area which is very much common at our work situations. Our strategy in our schools – we don't delay to solve a conflict. As much as we are trying to avoid conflict to be created- that it is our style, to try to avoid before it comes to be a conflict we address it. Some times there are some even though we experience conflict but we usually resolve them.

No. We don't have that diversity. If you can pop around we still have only one race. It's only with languages. Even our black languages you find one is speaking Sotho and one Xhosa and so on.

We don't have Zulu. Or sometimes we find on religion when we find one child to their religion they aren't supposed to close eyes when we are praying, so we accommodate those. It does not lead to conflict.

This is what we are busy with with the SGB that really as we are facing equity in South Africa we need to consider the race employment. But the problem we have even when we have some posts there are no other races who are coming or who are applying to the school. So they were wishing that we can also mix with other races. Yes, I wish even in my dreams in the staffroom we can change our language, even to English. It will save us a lot of time.

Adequately equipped, I would say that. I think that our school has experienced last year and this year access. That process, I have to deal. I cannot, as a principal run away. Last year I've been fumbling about it.

But what I did this year, I invited somebody, that is from the head office, Mr X to come and address it with the staff, the procedures and at the same time to help us as an SMT how to deal with it. So I got so much information how to deal although it is very, very much painful. You know when I shared with my colleagues announcing to those educators identified I said to them and to be honest with you I was emotionally, I even cried on the first day when I did that. I said it is not easy really it is not easy because we are dealing with the job of a person and it depends with the mindset of that educator whether he or she will understand it and we've got that problem as the principals, how do I understand your mindset. And that is not easy. You can say in front of me that you understand it and after some time when you met some other colleagues and then you put the blame back to the principal. So what we did when we deal with that we did a scoring system as if those are the interviews for a post. So we had to score all the staff.

We set up the criteria and we welcome them also to add on the criteria they think they can according to our school needs and after that we scored each and every teacher to identify those teachers.

P₆ Yes, I do think so. I think that the most important thing in our country is accepting each other accepting the diversities that we have and loving people that's the most important thing. So I think yes it's good that people know their past but you can't cling to it. Reading a lot of books.

Not formal training, no. No, yes- I did. I did conflict management yes I did. Yes, we had training in conflict management. It's something that you. It's a skill also that you have. You have to practice it. I do think so. There's still room for development.

I didn't have that yet. No. I'm so glad I haven't had it yet. It must be terrible. It must be terrible. No I haven't had experience in that yet. Yes, we're always growing. So we haven't had that experience yet. I'm so glad for that.

F. Financial Management

P₁ I agree that principals are ill-prepared. My experience after being intimately involved with another school convinced me that principals are extremely poorly prepared for this. I did not do accounting at school but before becoming principal I started equipping myself for the part of this job. Our SGB treasurers were always prominent accounts in business and extremely sharp. So they helped me further. At this stage I feel very well trained and in control. Our school's financial state is very good.

About our type of schools? Yes, generally things are going well with their finances. It however depends on the type of parents that govern the school. In a less advantaged community, even these schools battle in this area. Where the chairperson is the traffic cop, and does not have the expertise. They have problems. It's all about expertise. It revolves around the principal's "kundigheid". The principal will ensure that this expertise gets onto the SGB. Therefore he himself should be knowledgeable.

P₂ I agree. Personally I feel I am not adequately. I had to get expertise in this field. I was on a course of this nature 8yrs ago. Schools status changing from Section 20 to Section 21. We however have expertise on the staff and we even call on outsiders (auditors- on a monthly basis) to help. I feel I am not good enough in this area.

P₃ I've been exposed to finances for the past three, four years, so setting up the budget, telling teachers what to do that's not a problem I can manage that, I really don't have a problem with that. I don't think the finances are really a problem for myself. Maybe there's new things that especially when you look at our finance officers, we send them on workshops they come with new ideas. That's what we need to learn as principals. Yes, I've had training in financial management.

P₄ In the side of drawing up a budget, handling the daily finances in the school. I feel that on that side I am equipped but when it comes to getting sponsors and other stake-holders that are there in the community, I feel that is where we need some training so that one can be able to gather sponsors go and sell, market the school. That's where we lack. That's where we lack. Yes, we did. We did, but it was as narrow as that, but if you go out market the school you are not adequately trained in order that you can go out and market the school effectively so that whenever the school needs something you will always be there and say okay this is how we should do it.

P₅ I'm sure it depends on certain principals about that. I think I am adequately equipped on that. You know what I usually do when they opened up the school based management, I invited them to the school and equip our finance committee and I was also part of it- which includes the SGB. Again to our circuits I was fortunate at that time when I started, I was the one who has been identifying areas which need development for the principal and SGBs. So it was one of the areas we organized an NGO to run some workshops on that. It came continuously- the term of the governing body is three years. So each and every new member of the governing body they are equipped on that. So as a principal you are also exposed to those informations. And at the same time, the Department gave us a workshop before the SBM. I think I was a new principal then- in one of the institutions. It was run by one principal at a high school and he was well equipped about it. At the same time I am not relaxing. I've got a very good teacher. I think he's a deputy to his school- he's very good with finances.

He came over to the school even to our colleagues just to share his finances skills and at the same time with my attempt of BBA I have been exposed to finances like Accounting is one of my modules, Business Management. So I am exposed to that kind of language.

P₆ I think that's an area that the Department can give us a little bit more training in. I'm fortunate in this sense that I did a little of, I know I had experience of bookkeeping and that kind of thing. So doing- helping someone to do the cashbook or helping someone to do the journal. That I can do. Because as deputy of my previous school, I was the treasurer also because of that skill that I have. So I can help people with that. But, I found that the budget of the school has a lot to do with the money that comes in. Right. You have this- okay I've got 1460 learners say at R300 so you had to predict.

So we expect this amount of money to come in and now we had this beautiful budget with the income and expense. At the end of the day you can't really keep to your budget. You need to because of money that has to come in. So you depending on what is going to come in.

I have accepted it because it's one of my job descriptions. I mean- I applied for the job and I read okay this is what the principal has to do. This is what's required from you. I knew. It is just that, it would've been a good thing if that was taken from the principal's shoulders but it can't be because you need to be hands on even in that. You need to know what's going on you need to manage it- see that it's spent in the proper way so you can't divorce yourself from it. That's how I see it.

G. Needs

P₁ I need support. I don't think we do get the necessary support from WCED, EMDC, and DoE. We are "uitgelewer" left to our own devices. The community comes here to verbally abuse you. It is a lonely job to be a principal. There is a lot of pressure on principals. Financial difficulties, literacy and numeracy systemic test results, Admissions, everything- the principal is blamed. It meant so much to me when my senior once just sided with me and understood when parents accused me not wanting their children in our school. Also development- as a person. If I want to be a change agent, I need to be at the cutting edge. My unions provide training and I jump at opportunities elsewhere in order to stay abreast with developments.

P₂ How to handling conflict- here I need help. Stress reliever, a release valve to help with the pressures of the job. When you have to attend to so many things as principal, you feel you need someone to talk to at times- not the CM but a school psychologist for e.g. even if they cannot give you advice.

In terms of skills e.g. Computer Literacy, Human Relations- to work well with people. The principal's chair is a lonely chair. It is lonely being a principal.

You long to share a joke with a staff member. Honestly with the SMT we operate on a different level- we share. I don't feel aloof from the others- sitting on a big chair and handing down instructions. I however believe this loneliness will be better addressed amongst my peers- on informal sessions away from the school for example. On a camp to talk, to laugh, to do other things.

P₃ That's difficult- because now I have to reflect on myself and sometimes that's the most difficult thing to do. I think that one of the things I perhaps lack is computer. I depend a lot on the admin staff. My daughter helps me at home, so I can't really guide the staff in that.

I think one of my other weaknesses is that I tend to move too fast. I want to do too many things. The staff- sometimes I get a bit of reluctance. They feel it's good what you want us to do but is it now really ready for that move. I don't have a problem with drawing people with me it's about getting them moving with me.

It's difficult even the management team is not trained. I couldn't understand that this school did not have a development plan when I got here. I assume people knew that.

I feel I'm still too passionate about teaching. I expect everyone to have the same passion and I'm realising it is not so.

P₄ One, it is as I said one has to have marketing skills and also by marketing your school one expands in sorts of the school and also one needs to be able to gather some other skills such as for instance to be able to be adequately trained in getting the outside sources to the school. Because as we see now, there are many things that are lacking in the schools that cannot be fulfilled by the Department itself. If the principals are trained adequately then those things that are lacking could be gathered by the principal himself and with the help of the governing body and the staff. In terms of the Curriculum, principals are not trained as the teachers are for instance if there's a new learning area, the principals is taken 1 or 2 days whereas the teachers are taken there for 5 days or a month. Principals lack that kind of training.

We were training for a few days, two weeks. That was about three years ago. Look at the changes that have taken place since then. Exactly, we've never had further training since then.

P₅ There are so many. The first one is parental involvement. Fully parental involvement. I don't know whether it's the area or what or is the shifting of responsibility. I've got a problem with our parents shifting their responsibility to the teachers. As much as we introduced the new Curriculum, 90% is done by new parents, 10% is by old. So I don't know whether it is illiteracy or what. So if our parents can be fully involved with the school. How to attract parents to the school because really I've been trying even to our parents meeting and you'll find that even to those individual parents we need them.

If you call them to meet you they won't come. Support of the teachers especially with the Curriculum. I don't know, I think they know the Curriculum. I don't whether it's about mindset or what. You know when I was talking with my deputy I said you know I think we need to note this for our school programme next year. Psychological assistance, I don't know I'm not good in those areas, for our staff. Where you find out there are those- although it is not the majority. You pick up those few individuals who will always become defensive when it comes to responsibility in the classroom. I think it's about change. That's why I'm saying, I don't know whether it's about mindset, about negativity or what or attitude. If there is something coming up to the school and you pick up- just you at our school I've got three of them. So I know when the hand is up who will be negative toward that change and I even said to one of the, I like to talk with my deputy. We like to talk. So I said to this gentleman I think I need to call this teacher just to make him aware and to hear from him what is really his problem because I'm noticing whatever is coming up- always kicking it up. What worries me even his performance in the classroom is not.

Even the SMT that will be welcome for that. The SMT is leadership skills- like I said, mostly the focus is on the principal that the principal is sharing to the SMT. At the same time I feel that they also need those skills from an outsider, especially the HODs. The Department can do that or the private sector- just the training for them. You'll find that sometimes the blunders to that issue maybe conflict, has been done by the HOD and then you have to resolve that. Now you have to start at the principal educating that HOD about leadership skills before you tackle the problem.

P₆ I think staff development could be a very good thing. Keeping people positive about this work that they're in. Is very, very important. Motivating people. I try that every morning standing here in front- greeting everyone. I'm not even in my office. I'm greeting them there where they're signing the register. With a smile. Like it's a good day- enjoy this day. Every term also standing in front in the foyer although you were nasty with me last term, doesn't matter. I think that staff development. And if I say staff development it's not just educators, I'm talking about staff even the cleaning staff. Curriculum development also. That I also feel is an. And financial development and here I'm referring to the one of my admin clerks that I feel really need that's working with the finances- she needs a little bit more training. We are working on it now. Safety- it's just something that comes up so much now-a-days if you see what's happening at schools. I think safety is also an important thing. If they could give us- secure our schools to such an extent that parents would work and know I don't have to worry, my child is safe at school.

I did bring in Bambanani now. I don't know if you've noticed. Yes, they started. Beautiful. It's working. It's working but we need to pay them still. They're doing it for free but whose going to work for free. Tomorrow they won't pitch if you don't give them something.

H. Obstacles

P₁ Excuses. I make excuses. I am my own obstacle. I'm too old. I don't have money. I'm in a comfort zone. Why don't I make effort to find out about sources of development? I am satisfied to be where I am- making use of the few opportunities that come my way. I then blame the system.

P₂ In the beginning I had a problem with IT skills. I addressed it in the meantime. I feel I was never given the opportunity to improve these skills. Therefore I feel there is a lack of opportunities. People around you can sometimes be obstacles.

You can come to them with the most brilliant idea, but they're just not ready for new ideas. We're too scared to tread on terrain where no one has gone before. They have a lack of motivation. People are scared of the unknown. You however, cannot always please everyone. One has to choose and choose the right direction you think will be beneficial to the school. Fear of ridicule from colleagues

P₃ I think the kind of person that I am, I don't let things hinder me from growing. I'm being very honest with you. Sometimes there's factors that's out of your control. If teachers are not on par with you, that's a hindrance.

Maybe I have to say time- at the moment time is limited for me because I want to teach in the classes, but I can't because there isn't time. One of the things is that I realise that I could have studied earlier but now I'm so pressured because I want to improve and it seems like I need to move now, but the time.

P₄ The changes, changes. People don't handle things as they should be. If you come up with anything, you are bound to get a resistance, resistance from the educators. It takes one a longer time in order to fulfill a task. For me to be a better person I need also to undergo some training. The problem is there are no workshops, there are no workshops. Let me cite an example, with the IQMS we were to assess ourselves and in assessing ourselves we had to develop a programme that we had to take to the Department but some of these things that we asked for have not been carried out.

It is finances mostly, I cannot say it's time. No. it's not in my case because I decentralize my work and if I go out for an hour I know that I have given task to key people's hands. It's finances, it's a lack of opportunities from the Department itself.

P₅ Mainly it's the safety. I'm talking about me as a female principal. There is extra work as a principal where you need to have some extra time at work. In this environment it is not easy for me to stay after hours. I've been doing that in the past. I've stopped in 2004 where I've been attempt robbery with a gunpoint at school after school hours and even in the morning I enter in my office at half past seven every morning and I'm also reluctant when I enter these premises I have to lock my doors, for my safety and really as much as I'm trying to deal out with it, it haunts me 'cause I have to take some of my work to my home place and sometimes it is not easy whereby you find out you've got trouble- oh you are always sticking to this work what about us? You know to your family matters. So safety and family commitments.

The courses also I think they are limited whereby they bind you as the principal that it is compulsory to take this leadership course and you know at the same time, to be honest as the principal it's not easy to study. I'm sure it could be better if I knew that I am forced to do this leadership course without being making some choices.

Because I have to make a choice and if I say really the principal don't have a chance to study so I just sit down and not, but if I was forced to do that course really I could. Look for instance I have shared with you I've attempted my BBA but I can't complete it because of my commitment in the principalship and at the same time I am feeling myself I am unfair to myself 'cause I am not developing to that area.

P₆ I think it's time. I don't have much time any more in education and I would have loved to do so much more. Here we are at the end of the year what have we achieved this year. I think it has to do with you want to do so much but little gets done. Time, yes. I would really love to do so much more for education. I do think that the other obstacle that I might have- I shouldn't say might, I should say what I have that is what you want to hear- is I said time to you, the other one that I can think of is this job that we are in you know- it takes such a lot of your from yourself. Perhaps I need energy Exhaustion can be of such an extent that you just focus on your school and getting the issues that there are that you want out of the way- you'd love to see things running. Sometimes that can happen. Sometimes, especially if you see but I've been trying giving it to people all the time this is what we needed and they're not ready. Changing. For instance let's take learner discipline.

I've been thinking of it last night. Attitude of educators that's an obstacle. That is really. Sometimes when I have a management meeting, then one will say they don't see me enough. I walk this side I walk okay. I get so frustrating when people talking about discipline but they always just talking about the kids. The kids are this and the kids are that- never really what am I doing. Then you'll sit here and you have the rules okay when the bell goes you need to be at a line. When you come in you must be with the class then you'll get teachers walking in groups but the learners are misbehaving. Who are you blaming then for discipline. Don't blame the child the child will take the opportunity that's what I always say. That's is where I feel people should change.

I. Common Challenges

P₁ Discipline. Learners firstly. Secondly staff. They're not what they used to be 10 years ago. Their attitudes have changed and how I have to deal with them. Curriculum. Always a challenge. Sustaining academic standards. Financial restraints.

Parents find it difficult to make ends meet. Resources. IQMS is not really a challenge. People moan but there is an acceptance that it is necessary. Where I move, IQMS is not a problem. I also steer away from negative talk on these issues. Principals should make CEMIS work. Find a competent person to do it. Our secretary went to head office for a day and came back to fix things up. It worked for us.

P₂ I'll say the conflict situation. The handling of your non-teaching staff. It's more about the people management. Situations differ from one to the other.

Concerning IQMS it just happens- it's no longer a challenge. It's something you just have to do.

It won't bother if you worked honestly with it. Monitoring is important.

P₃ Discipline. Mostly. I think mostly discipline. We don't have enough resources and we don't have enough structures in place to assist our learners. I think that is one of the most common things. In our area accommodation is also one of the common challenges. Staff? Yes, late-coming, attendance. And lack of interest in the profession. Not IQMS really. Curriculum? The only problem is why must the principal drive the process. CEMIS is not really a problem. Not many have commented about it. But now that the staff establishments are coming out they realising the importance of CEMIS. One of the things is also culture of the different races. Racial issues.

There are white families living in the area but they must be taking their children to other schools. I don't think any of our schools have white children.

P₄ One is the problem of discipline. Learner discipline. We feel that we are not adequately trained to handle learner discipline, we have no alternative to handle the discipline in the schools. And also it's the problem of crime. Now and again our schools are vandalized and we feel helpless. If we go to the police there is no help, there is no help whatsoever. Learner accommodation also- our schools cannot accommodate all the children in the township.

P₅ The common problem is with the teachers- absenteeism, commitment of the teachers and you know we were here on Wednesday here in our office that is the principals. You know what we did, we formulated a cluster, a geographical cluster concerning planning and assessment. So we are planning together and even all the work schedules and even the assessment. 'Cause this is what we find out that my school A will be complaining that school B is not doing what we are doing.

So "principal you are killing us, and this - you are overloading us. Look at school B not doing that" and then we felt that we need that uniformity. So when we sit, we are sitting together.

When we sit together we see everyone is so frustrated of the absenteeism in the school and which is affecting a lot and commitment to some of the teachers but when we console each other we say in these days like special days like this one today, we need to pamper them whatever effort they do and to motivate them to put more effort.

In the Curriculum, we experience that there's no uniformity when it comes to Curriculum advisors. A group which come to our school who have been having their own checklist which differ with school B and it affects that and you know for that resolution as we were having this meeting we had decided to invite Mrs X to have a proposal can't we meet all the Curriculum advisors and give our planning to them that we have planned to them and what we are proposing can't they also deal with uniformity when it comes to these schools.

P₆ It's strange but all are complaining about discipline, discipline of learners- not having control anymore as you had in the olden days. That was before 1994. I think we tend to forget we've got this beautiful- our country where they say this is what you had but this is what you have to do, this is what you get but this is your responsibility.

We tend to forget that we need to tell the children all the time. Education is compulsory, you must be here no more you don't get a hiding anymore or whatever. It's something that's not allowed anymore it's law but this what you need to do. Telling them their responsibility. We are all complaining when we had meetings, in our principals meetings it's always about discipline. It's always about what comes up a lot also is absenteeism- educators. You asked yourself why. Curriculum also. Changes. Always changing. IQMS? That also, they say its too much work. Of course, CEMIS also.

Things are just coming from the top and people just expect us to do it and we have no say. Yes- too much. Paperwork and paperwork and paperwork. Even teachers are complaining about paperwork.

J. Responsibilities of leadership development

P₁ It should be done by the WCED. They must ensure that I am the best principal at that school. It is their school. I work for them. The school's performance should be top priority for them. In order for the school to be a top school, they should place a good leader at that school.

If a good leader has not been appointed, because of legislation, SGB shortcomings then they should investigate why and do whatever it requires to develop that leader. Parents want their children at a school where there is a good principal.

P₂ In the first place I must be able to identify the need for my own development. I should not sit back and say it is the WCED who should look after me. Do I have sufficient funds to fund my development? The WCED must help me to develop. It should start where the WCED identify a principal for a school long before commencing duty- when the person entered the profession. Look at the neighboring school that opened for example. Why was the principal not identified before the building was complete? Development should be done before the person becomes principal. Concerning other sources outside facilitators always change from course to course. There is a role for outside agencies to play a role in the development of principals. These facilitators should however have experience of school leadership

P₃ It should be there. Isn't it the WCED? because look they appoint people as principals and they are the people that should equip you with the necessary skills to become a good leader because I mean they're taking people from pl 1 to pl 4, so they know those people are coming without the necessary skills so they need to equip those people. Isn't it so? Generally principals are not being trained? Not really. It depends from school to school. I, for example went from post level 1 to post level 2 to deputy to principal and there was training, I attended this training and that's exactly what I'm doing with the staff here. We need to expose people to empower people.

No, I think the school should also take part in this. That should be part of your growth plan. You should say you want a workshop in this or that and the school should budget for this especially if they want their leader to grow.

Maybe you can also draw in organisations that's willing to be part of your school and see what programmes they can also put in your school. There's nothing coming from union's side and I see one or two unions are really doing things for principals. My union does not do this. I asked them about it and said I want you to look at that.

P₄ One, the people that are nearer to me, my EMDC. So we expect that as we request we request anything for development we expect them to respond accordingly. But the problem is, sometimes these things are not carried through. Partly I do agree (that I am responsible for my own development). There are workshops that I can attend but sometimes there is a lack of finances but one feels committed that if one can attend those workshops but it's a lack of finances.

P₅ I think the Department of education must do that. I am employed by the Department of Education. To support the school they need to provide that leadership development to the schools. And it is them who can monitor it like if it is done by them, then the circuit managers also with all that leadership skills also because I think they also need that. They could monitor the school that is to the principal and then the principal expand it to the SMT in the schools. No, not the Department, anyone- all the institutions which have the interest of education. I think that is very, very important and they must also not neglect our SGBs. Yes, and private sector need to do that and you know when I talk with someone who is in another department I said to him, I think we need to build that cross-sharing. The Department of education must not work on their own- there are some certain department like the department of SAPS that is police, whereby they also need leadership skills there. If we can make use of sharing those skills or the management skills I'm sure really it can make South Africa the best. Even the department of health surely they also need those leadership skills, it's not about education only.

P₆ I do believe that it's important for every manager to do a SWOT analysis. To look at yourself and see where's your strength and weaknesses. You know yourself. You know what your needs are. You know where you fail. Where you're not that strong in. I think it's important that when there's a workshop, you should try and get there. Sometimes you get a workshop organised by your union- I belong to the NUE (National Union for Educators) and when they had meetings or they have workshops- it's not always that you can attend.

But if you do have time to attend why not and if there's either also it's many a time so expensive, I'm honest with you I'm single, sometime it's so expensive and it's not affordable- but you should go to some other private sector and ask them can't you help me, but you should do it. Initiate it. Yes, that can be, yes, financial constraints when you think of taking yourself forward.

It can be the Department also; the employer also- but you know your needs. If the Department say for instance, they don't have a workshop that your need will fit into, then if there's something somewhere else I do believe that you if you have the finances 'cause really it's expensive I've looked at Correlee ... when I did that email of the courses – it's R1 700. I don't have that kind of money. I don't have I would have loved to attend it because all the other meetings that we've had here I do attend if it- no problem. But if I've got to get into a plane to get there, I'm sorry I don't have that money- then the Department should think of it.

K. Current sources of leadership development available

P₁ I don't know. I really don't know anything about this from the side of the Department. Does my CM share this info with us, or do they look on the Internet and offer the opportunities to us or present courses themselves? Nothing comes from our employer in this regard. But when negative comments are made about the school, it reflects on the principal. The WCED blames the principal, but they do nothing about developing principals- they fail principals, but there must be money available for this, skills development. . Before principals are appointed, they should first pass a leadership course and then the training should be on-going. Our colleagues have become so negative but should feel positive. My union assists me but it is not essentially their duty.

P₂ This is one of the most difficult questions for me to answer. What we normally focus on is the (CTI) Cape Teachers Institute that is there. The problem sometimes is that we only focus on what the WCED has to offer- their resources and provision. I can say have weaknesses.

We should look further than them. I look at the IQMS- weaknesses have been identified. We have to group them. We ask for help. They sometimes don't even answer you. The question that is not answered is, 'Whose responsibility is it?' We still don't have an answer to that question. The unions have a responsibility but they don't respond to it- the need. I've considered moving away from my union- but where do I go to?

We jumped on the bandwagon when we heard everyone should belong to a union. I don't think they respond to principals' development because their focus is away from it. Education matters. There is a place for school clusters. We have our principal's association- there info sharing takes place, not training. Principals here are too focused on the call of duty at their own schools. Furthermore you have to seek assistance on your own

P_{3I} I think the WCED is there to assist- or our EMDC. We've got our CM also there to assist, we've got our colleagues also there to assist and also we've got EDULIS, our library to assist, and I think if you really reach out and you want to go to the universities, they will also be there to assist and we've got different NGO's that's willing to help.

P₄ Yes, WCED comes up now and again with courses that we have to attend. Specifically in leadership. For instance let me cite an example, a recent one was a conflict resolution a workshop that I attended which I felt very empowered by.

Yes I'm a union member. Not at this present moment- the unions are not there to help us. The WCED. About a month ago. There are- that I can claim that about quarterly that we feel the Department can do more to equip us as leaders.

P₅ I know PENTEC, I know the universities i.e. UWC, tertiary institutions one source. Except there are also NGOs like Earthquake was one of the NGO, we are working through it. Then there is Novalis. Also another NGO. So those are the ones we working closely with them. The Department? Obviously I know the reason so that is why I don't mention them as much as there are a lack of those resources except you'll find out like for instance in our circuit- our CM will be giving us some pamphlets about leadership that make use of some author and he's got some very, very good information so I've made some copies of this and read this article. No formal course, No. Otherwise they will send their brochures. I remember two years back they send a brochure that indicate the courses you will be interested with.

You will indicate them and then it takes some time like for instance the last course which I've attended organized by the Department of education it was in 2004 where we went for a weekend and then it was done. It was about leadership.

It's a sensitive question. I think when it comes to unions, they neglect their when it comes to principalship. They focus on post-level one. So there is not enough at all – nothing and what we did here me and other principals we talked to each other and tried to organize a principals association for professionalism so that we can support each other or we invite someone outside to come and have a talk or some ideas so this is what we are doing and the problem we are having is the union. There is a union who is anti that. They say that there is no need for that it is the role of the union.

P₆ I don't really know, I'm honest with you. Yes, I don't really know. It's such a great distance between us and them. The other sources that you are talking about. I don't even know who they are. I heard already about those that are overseas. I've heard of them already. But definitely not in South Africa, I'm not really aware of it. Of who they really are. Can I just phone them if I had that you know. If that's available to us- help- yes. All that I know that I can normally phone is my union or I'll phone the EMDC or WCED. Those are the three that I've got.

L. Support

P₁ I have to give a little credit to my CM. I get support when it comes to admission, but that's all. Nothing on leadership skills. My one union does a lot for management. Over the next three weeks they will have a course for post level 2's and 3's. I want them to have one for post level 3's next year. One union offers quarterly training for principals and teachers. The union pays part and the candidate the other (which is paid by the school mostly). Not always focused on leadership. One is intense on leadership- annually, intensive. They have bursaries for overseas training. They also send young leaders (aspirant principals) are sent overseas for courses, development.

P₂ One thing I have to say, I am really not... leadership skills for me is about I have to help with the small problem that an educator brings to me, any personal problem. If I cannot help I ask for help elsewhere. The experts are willing to help. In this way I can assist them. WCED is always there to help when we need. Other institutions also help as a result of the WCED's facilitation. Further you have to follow your own head. You have to reach out and find help where you can. I would classify the WCED's support between average and weak.

P₃ Firstly, I'm getting lots of support from my CM. I must say he's really helping and assisting me wherever he can. Yes in terms of leadership skills development. I'm talking about that because he arranged a leadership course for us. Also the WCED. When I started as acting and as new principal. I could enrol for new principals training. It was 4 days training- once off. You see that is my problem with the training that's given.

They give you the training, you go back to your school, but there's never a report back. Let's meet again. Let's see that you've approached were faced with this challenge what did you do?

Because it might be that we were faced with different challenges but you've got a solution and I've got a solution- in a few months time I'm faced with the same challenge then I know which way to go. That is really a lack. I wouldn't say very good. If I should rank it out of 10, I'll probably give a 6, I wouldn't say excellent.

P₄ I feel that it's a two-way thing. If I need help I should go and I ask for help. And then it makes it easier for me for instance when I needed the school to be renovated I involved my CM so that we can work together for the enhancement of the school building. I ask for help. For instance I was stuck with the new concept of IQMS. I had to sit down with the IQMS co-ordinator so that he can explain to me how I should go about with this thing. Support from WCED is average. There's lot of room for improvement.

P₅ There's not enough support from the education authorities except that they will invite us to give us an information that is the information session and then you also raise up your concern and then it ends there. No, no. No real enhancement just information. Ja- except I will just invite maybe my senior if there is a certain problem and then we tackle that problem but even so you'll find out you are the one who is fully tackling the problem. You'll come up with a solution. Look Mr So and So there was a problem of this and then we tried to resolve it like that, so how do you feel. And then it will come yes, yes, yes or be careful of this and that and it ends there.

P₆ I understand what you are saying, but I also believe people won't support you unless they know you have some other issue- so you need to contact them. So when I do, I do get support I can't really complain thus far.

From my CM or from head office whatever it is that I need to talk to them if I have a problem. Okay, okay. About my leadership- Not really. I don't think we do get. You know you're thrown into the deep side when you apply for this post.

You enter principalships without training. You only apply, you know your skills, you know your strength, but you thrown into the deep side.

Okay. Yes, you've got to... you've got to.. they will wish you, congratulate you. I'm speaking now of my own experience now, they will wish you, congratulate you and that's that. And unless you ask for advice you shall not see them.

Post level one for about quiet a few years, say 15 years. Three years HOD- '82, '83, '84 Head of department at school X. Then left for Namibia- again post level one start all over. Back again 1992 post level 1 and then also hunting again for permanency. Fortunately enough to get a permanent post early, appointed permanently early 19.. January 1994. 1997 HOD. No 1998 HOD of department. Okay. Then a year afterwards deputy and then just a year deputy and then principal. Training as a leader? No, not at all. Not at all.

M. Recommendations

P₁ Primarily leadership development remains the responsibility of our employer. I don't think it is the responsibility of the universities. Our employer should do more to train and development school principals. We need leaders who have vision, who can contribute to transformation. The stronger we can make them, the stronger we will make the academic side. We need to stop being punitive. My tea girl is an exceptional manager. She'd do a good job of managing the school. But that is not what we need. We need good leaders in our schools.

This has been a tremendous learning experience for me too. I can't wait to get back to school to implement the new ideas that I've learnt from your research and others who I've learnt from.

P₂ I will actually make the recommendation that when a new school is built then you should already identify people. To me it is about time. Look at what type of person that person is. Leaders are born. You can do your best to help a person, but if that person is not a born leader it would be futile. Look at someone from post level one.

Look for that person. Nurture that person, send that person on courses, give that person all the necessary information, skills in their power to become the best and then use that person to be a leader. It's a long process, not overnight. It's not something that just happens. When I was asked to become principal, it was a frightening thought. These are the things that one does not want. I was nervous, anxious because I felt I was not good enough, not trained- like IT skills. I became scared.

I was always able to work well with people- human relations. What was awaiting me, the unknown? Later when I learnt these things. I was no longer afraid. That is my concern. One sometimes observed those in control, thought it was the most senior or "old" man who should be principal- with the safari suit, 50, 60 years old. I therefore asked, "Am I good enough?" Do I have the skills? Training? I will support that.

Once you see a potential, future principal you know where you're working towards. Aspirant school principals should be trained. What about the Department's side. Why don't they decide let's put good school principals in place. Why does the WCED not put programmes in place. Look at what the previous "iron curtain" governments did with their gymnasts and look at the success that they've achieved. They've identified individuals who have certain talents and they decided to send them to improve those "eienskappe", talents. Many times I think, "Is our country's schools important?" Why can't we do the same? Your research statements set my mind running.

P₃ Firstly I would say before people are appointed as the principal, they need to have some sort of leadership skill, they need to come with leadership skills. They need to be trained or they need to have some sought of paper to say we've gone through the training and we're equipped to be able to sit in that chair because you're facing a different challenge. The other thing is give more assistance to principals, Give more help because we are faced with new challenges everyday and also have somewhere where we can also go. And just. We don't have that. A common ground where we can meet. Why must we just meet when it's a workshop, when we need to address this issue now with the principals? Why not make some common place where we as principals can come together and say that this is our time where we can come and off-load. Because you can't really do it towards your staff. You need to get your colleague or you need to get somebody. Now you speak to your husband at home, but he can't really help because he's not a teacher, he doesn't really know. You off-load but there is no motivation coming from them.

The other thing is that I think the EMDC should put their structures better in place to support the principals. Because sometimes you go to the EMDC but you're looking for answers but there is no answers and they are the people that should be giving us the answers. They should either organise themselves better. Our WCED also need to structure themselves better. E.g. nobody phones to inform me about my staff establishment.

When you appoint a principal you need to do a needs analysis before you put the post in the vacancy list. You need to educate your SGB.

To be very honest, people differ from each other; people's qualifications differ from each other. People differ in the sense that some people learn faster than what other people learn. They exposed. They also took someone from post-level 1 it was a disaster. Someone from post-level 1 got the post. It's chaotic at the school now. People say a principal should have been a deputy. It also depends on what kind of deputy he was.

P₄ One, as I said there are changes in education. One, every principal should be computer literate and secondly technology is very, very important. People should know how to handle technology in the school. The principal should be the first people to be equipped to handle technology in the schools. Thirdly the principal should be equipped to market the schools because the Department cannot always have everything that the schools need so the principal should be able to be skilled in order to market our schools. Lastly Curriculum is also very, very important. Principals should be equipped in order to handle the current Curriculum adequately.

I feel that principals should move from one level to the other in this way from post-level 1 to a HOD. That's where you acquaint yourself with the work of the SMT and you move on to a more responsible one- that is a deputy. At a deputy level even if the principal is not there.

I kind of agree with it in this sense that for instance when one is a deputy- now there should be a focus now that one day one would be a principal so there should be a focus and that person be equipped with leadership skills so that when he ends up in a principal's post, he or she does not find difficulties or feel inadequately trained.

P₅ I think courses, compulsory courses to be done. I think there are other countries you know as a principal whereby you should undergo certain courses but if you check in South Africa the requirements for the principalship are certain experiences and generally qualification but it does not specifically say that you must have a specific course on leadership, so I feel that is very, very important. A course for leadership I recommend it, it is needed.

About how principals are appointed by SGBs, It's frustrating, it's frustrating- can you imagine, I'm not discriminating, as a post-level 1 going straight to a principalship- you've never been exposed to management. You know to all those steps and I feel that it's one of the contributions on negative impact of being a principal. Really you need to go to those steps even if it was just a short time.

You know I'll talk about me. I've been a HOD just for one year and then there was a post created for deputy and then I applied for it and then I've been there I think for three years and then my principal took a package and then she said that we need to talk as two deputies will be acting. I wasn't wishing for the principalship because I know the challenges of it. Can you imagine that poor post-level 1 from the classroom to the principalship. Really I don't think so and even I would like even the SGB to be reviewed- the way they are appointed.

They know nothing about the principalship even the roles of principals, the experiences of those principals and now they are just dealing with the appointments of it. I feel really...I think it's needed, it's needed because the deputy as you know is closer to the principal so he or she is exposed to all the situation of the school and sometimes you delegate as a principal them to deal with some certain issues. So really and if you are a very open principal you need to expose them and prepare them for this principalship. You know I always encourage them people it is one of the reasons which avail me to be a caretaker to some certain schools. I just wanted to get that exposure.

P₆ As a principal I had to be open for change. Being transformative, is that what you want? I would say that a person from post-level 1 couldn't just become a principal. I do recommend that people must walk the road and there must be training also for people. They should first, the department should first before I want to say all the applicants which want to apply for principalship take them on a course first. No, I think its some training that should be given to people so they know what to expect. You do get people, you do get people that's born leaders- I've heard of that already.

But believe me- you can think you're a born leader, but coming into this practice is not that easy, it's challenging all the way and I do believe that all principals should walk the road of their hierarchy, yes they should walk that and be a few years also in it to gain experience or even if a principal is, yes. If a school- if you need to start a school, why make use of old principals that took the package already? Why can't we make use of a good deputy and give him a chance to lead a school?

Even unions should come in there. They are our mouthpiece, they are there for us as educators- we pay them well. Even they, even they I think should give training to people.

The private sector?- are they really interested? I honestly, I honestly feel that we are not reaching a lot out to them. Do they think that we really need them? Do they really know about our needs? Do you understand what I mean? I don't think that we really transparent enough. I do think that the private sector should come on board also.

They should come on board- even in funds, in finances- financing also people, giving them the monies to attend all these workshops. That's what I said we need- to reach out- if we know that is our what we need. We need to reach out to the people that have that if you don't have it- like I don't have the money. I need to reach out to them and tell them listen this is my situation, I need your help.

The logo of the University of the Western Cape, featuring a stylized classical building with columns and a pediment.

UNIVERSITY *of the*
WESTERN CAPE

Appendix H
Research Project
- Letter to deputy principals and heads of department -

Dear Respondent,

My name is **Robin Botes** and I am reading towards a **MEd** degree in **Education Management and Policy** at the **University of the Western Cape**.

I have completed my course work of **eight** modules and am currently writing up my mini-thesis on **“Leadership training and development of principals at selected primary schools in the Western Cape”**. Prof H.D. Herman is my supervisor.

I would like to extend my appreciation to you for agreeing to complete this questionnaire. The purpose of this questionnaire is to gather information about the how primary school leaders experience the principal’s development in order to perform effectively and efficiently as the leader in your school?

I would therefore like to acquire information about the situation in your school and how you experience the perceived development or lack thereof of primary school principals, and how this impacts on your school’s performance.

Be assured that your anonymity will be protected at all times.

Thanks again for your kind co-operation.

R.C. Botes

Appendix I

Research Project

- Questionnaires for deputy principals and heads of departments -

Please complete all fields in all sections. In the case of tables, please respond with an X.

A. Biographical Information

1. Age in years

21 to 30	31 to 40	41 to 50	Over 50+

2. Gender

Male	Female

3. Teaching Experience

0-4 years	5-7 years	8-12 years	13-19 years	20 + years

4. Experience as a school leader (Deputy Principal or HOD)

0-4 years	5-7 years	8-12 years	13-19 years	20 + years

5. What are your professional qualifications? Indicate your highest qualifications.

Teachers diploma	
Bachelors degree	
Honours degree	
Masters degree	
Doctorate	

6. Are you currently studying? What motivated you to do so and towards what qualification?

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7.

8. Do you have a qualification in leadership and management? If the answer is “yes”, please add the name of the qualification.

Yes		
No		

9. What other management positions were you appointed to, before you became deputy or HOD? Indicate the posts in which you were appointed when you were promoted.

Senior Teacher					Head of Department					Deputy Principal				
0-4 yrs	5-7 yrs	8-12 yrs	13-19 yrs	20 + yrs	0-4 yrs	5-7 yrs	8-12 yrs	13-19 yrs	20 + yrs	0-4 yrs	5-7 yrs	8-12 yrs	13-19 yrs	20 + yrs

10. What post do you currently hold (Deputy principal or HOD)?

B. Requirements and Skills/Qualities for the Job

1. What are the **skills** you think principals would need to be equipped with, in order to be effective leaders? Rank them in order of 1-10. **1** indicating the highest priority and **10** the lowest priority.

1. Management of finances	
2. Human resource management, e.g. staff development, conflict management, IQMS	
3. Management of legal, policy or procedural issues	
4. Strategic planning (e.g. school development plans)	
5. Learner management e.g. discipline, safety, curriculum and learning	
6. Governance and community management	
7. Knowledge of curriculum and learning programmes	
8. Administrative management, e.g. information system, filing system	
9. Attracting powerful constituents for support	
10. Management of physical resources	

Table 1. Adapted from T. Bush (2005:16)

2. Which part of a principal's job takes up most of her/his time, management activities, instructional (curriculum) leadership or others (specify)? Respond in percentages. Total should add up to 100%

Activity	Percentage
Management activities	
Instructional leadership	
Other (specify)	
Total	100%

3. What are the basic qualities that you think a principal should have? Rank it in order of importance **1**= very important – **10**= least important. Indicate whether you had any training in these areas offered by the education department

Qualities	Rank order	Training Yes/no
Communication and listening skills		
Good administrator		
Ability to enable staff/learners		
Equipped to lead curriculum activities		
To be well organized		
To have a positive impact on learners' learning and the classroom		
IT literate		
Sound leadership qualities		
Able to delegate effectively		
Able to lead by example- has integrity		

C. Challenges

1. The following tasks/situations that a principal may find challenging are related to his/her job. Rank them in order of 1-10. **1** being the most challenging and **10** the least challenging.

1. Constantly changing education policy	
2 Other role-players' attitude and misperception of the role of the principal.	
3. Administrative workload	
4. Communication with parents	
5. Poor learner conduct and matters related to discipline	
6. Shortage of resources	
7. Lack of support from the education department	
8. Financial management	
9. Supervisory duties	
10. Lack of educator co-operation e.g. absenteeism	

2. List the five (5) challenges that your school had when you started at the school as a leader.

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3. Has the situation improved since? With regards to which of the five has there been improvement? What brought about this improvement?

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D. Departmental assistance

1. To what extent did you find the EMDC structures to be of assistance. Indicate on a **scale how helpful** these structures were to the school. **1** - most helpful. **10** - least helpful.

No.	EMDC assistance	Indicate 1 - 10
1	Special learning and educational support service (SLES)	
2	Institutional management and governance (IMG)	
3	Curriculum	
4	Administration e.g. finance, labour, etc.	

E. Leadership and management

1. How do you distinguish between the terms, 'Leadership' and 'Management'?

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2. Do you regard yourself to be a leader or a manager or both?

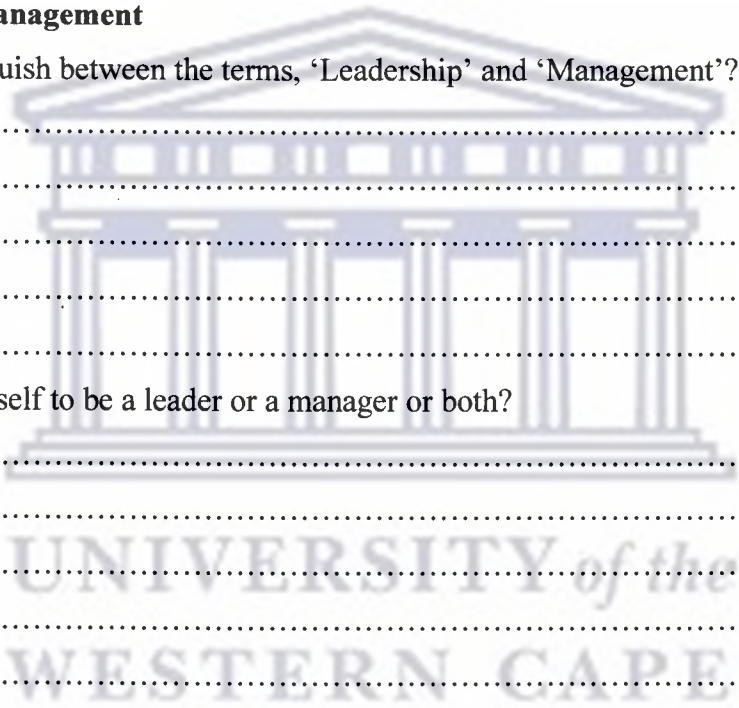
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F. Values

1. What moral values are important to you? Why?

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2. Do you have a role model? Tell me about him/her in three sentences.

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3. What is your feeling concerning authority in general? (Exercising it and submitting to it.)

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4. What are the TWO main **moral** qualities you think all school principals should subscribe to in order to be efficient and effective in their job? Why?

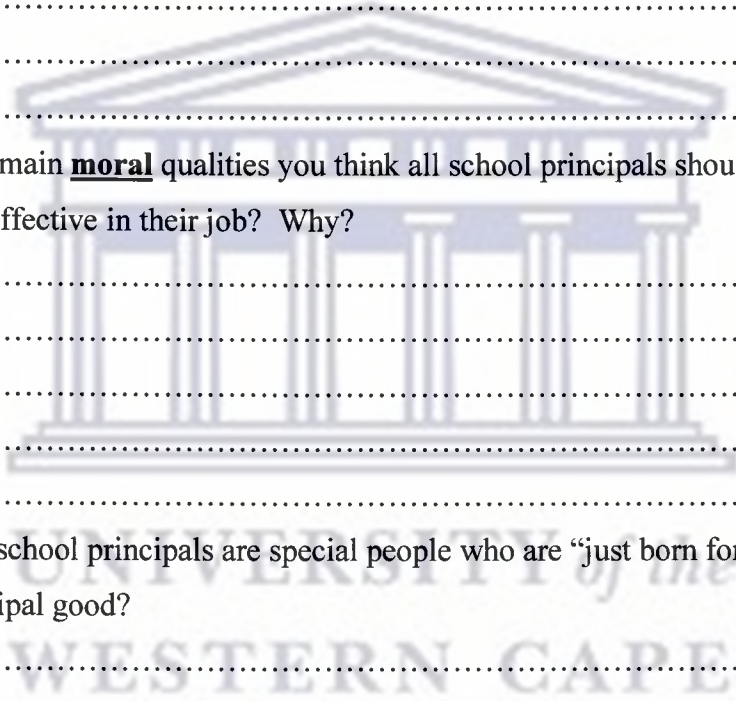
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5. Do you think good school principals are special people who are “just born for the job” or what makes a good principal good?

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6. In your opinion, who is the most important agent of change in your school? Why?

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G. Opportunities and types of development received

1. Do you know what kinds of in-service training are currently available to school principals?

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2. Who provides this training?

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3. Does the EMDC/WCED provide training for the principal? Who do you think should?

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4. Do you have any other thoughts on the issue of training of school leaders?

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H. Recommendations

1. Do you think principals need training/development? What kind? In what areas specifically? financial management, curriculum management, leadership skills etc.

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2. Would you be able and/or willing to present such training? Explain.

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3. In an ideal world, what would you want to see happen in schools in terms of training and development of school principals?

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4. Why is that so important to you?

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5. What recommendations would you want to make to the WCED or National Education Department about school principals' needs – not the school's needs?

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Thank you for completing this important questionnaire.

Robin C. Botes

Appendix J

Research Project

- Deputy principals and HODs: Summary of respondents' profiles -

A. Biographical Information

1. Age in years

21 to 30	31 to 40	41 to 50	Over 50+
	DP2, DP3, HOD3	DP1, HOD2, HOD4 DP5, HOD5, HOD6	HOD1, DP4, DP6
	25%	50%	25%

2. Gender

Male	Female
6	6
50%	50%

3. Teaching Experience

0-4 Years	5-7 Years	8-12 Years	13-19 Years	20 + Years
		HOD3	DP2, DP3, HOD5, HOD6	DP1, HOD1, HOD2, DP4, HOD4, DP5, DP6
		8%	33%	58%

4. Experience as a school leader (Deputy Principal or HOD)

0-4 Years	5-7 Years	8-12 Years	13-19 Years	20 + Years
DP2, DP3, HOD3, HOD6	HOD2	DP4, HOD4, DP5, HOD5, DP6	DP1, HOD1	
33%	8%	42%	17%	

5. What are your professional qualifications? Indicate your highest qualifications.

RESPONDENTS	30%	DP1	HOD 1	DP2	HOD 2	DP3	HOD 3	DP4	HOD 4	DP5	HOD 5	DP6	HOD 6
Teachers diploma	100%	X	X	X	X	X	X	X	X	X	X	X	X
Bachelors degree	50%	X	X					X		X		X	X
Honours degree	25%							X		X			X
Masters degree	0												X
Doctorate	0												

6. Are you currently studying? What motivated you to do so and towards what qualification?

RESPONDENTS	20%	DP1	HOD 1	DP2	HOD 2	DP3	HOD 3	DP4	HOD 4	DP5	HOD 5	DP6	HOD 6
Yes	25%						Yes	Yes	Yes				
No	75%	No	No	No	No	No				No	No	No	No
Why													
Qualification													

7. Do you have a qualification in leadership and management? If the answer is "yes", please add the name of the qualification.

RESPONDENTS	5%	DP1	HOD 1	DP2	HOD 2	DP3	HOD 3	DP4	HOD 4	DP5	HOD 5	DP6	HOD 6
Yes					Yes			Yes	Yes	Yes	Yes	Yes	Yes
Qualification											Confli ct Man		MPA
No	95%	No	No	No		No	No						

8. What other management positions were you appointed to, before you became deputy or HOD?
Indicate the posts in which you were appointed when you were promoted.

Senior Teacher				
0-4 Yrs	5-7 Yrs	8-12 Yrs	13-19 Yrs	20 + Yrs
DP3, HOD3	DP4, HOD4, DP5			HOD2, DP6
2	3	0	0	2

Head of Department				
0-4 Yrs	5-7 Yrs	8-12 Yrs	13-19 Yrs	20 + Yrs
DP2, HOD2, DP3, HOD3, DP4, HOD6	DP1, HOD4, DP5	HOD5		
6	3	1	0	0

Deputy Principal				
0-4 Yrs	5-7 Yrs	8-12 Yrs	13-19 Yrs	20 + Yrs
DP2, DP3	DP1			
2		0	0	0

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Appendix K

Research Project

- Deputy principals' responses to questionnaires -

List the five (5) challenges that your school had when you started at the school as a leader.

DP₁ Full classes, discipline, enrollment of new – majority being English, Afrikaans learners not enrolling, few men applying for posts, safety and security, forming an alliance with parents.

DP₂ A proper management system, transparency, motivation of all role-players, planning in advance-future, distance between management, staff.

DP₃ Shortage of resources e.g. accommodation, poor learner conduct and lack of discipline, absenteeism of educators and learners, punctuality of educators and learners, poor leadership.

DP₄ Lack of resources, lack of equipment/furniture and teaching aids, lack of finances- school fund, unemployment, parental involvement. Community overpowering school/institution, lack of discipline-learners, meeting of due dates, absenteeism (stress leaves) educators.

DP₅ Shortages of resources, financial management, poor learner conduct, constantly changing education policy, absenteeism- educators.

DP₆ Lack of unity and co-operation amongst staff members, lack of active, constructive participation by the various stake-holders, not very effective and visible SGB, lack of financial resources, lack of professional development.

Has the situation improved since? With regards to which of the five has there been improvement? What brought about this improvement?

DP₁ Safety and security – better measures being put in place. Better participation in this regard from Ed. Department

DP₂ Yes, indeed. In all because a system of inclusivity is followed. Everybody has the opportunity to talk about all decisions and proposals. Everyone is valued for their role.

DP₃ Accommodation has improved. This has been brought about by consistent communication between management and the Department of education, as well as meetings with the minister of education. Leadership has improved. This has been brought about by appointing SMT in permanent capacity. Acting managers (care-taker principals) have been managing the school previously, which resulted in the school not being stable and not flourishing.

DP₄ Yes, resources- computers, books from department, employment of 2 secretaries, furniture, parental involvement- partly, finances- school fund payable – grant.

DP₅ Financial management has improved. SBM workshops have been conducted by WCED to equip SMT and staff. Poor learner conduct still need some improvement. Absenteeism still rife among educators. Meeting with staff have been held to address the problem. The changing of education policy now and again is demoralizing educators and makes education complicated and boring.

DP₆ Unity amongst staff, constructive participation by staff members, commitment of newly elected SGB.

Leadership and management

How do you distinguish between the terms, 'Leadership' and 'Management'?

DP₁ A leader (good leadership) involves getting everyone around you motivated and moving towards a goal. Management to me means keeping the status quo.

DP₂ Leadership – leading out, being positive, able to encourage and set the example. Management seems more like controlling and checking things.

DP₃ Leadership – taking initiative, giving direction, leading the way to a common destination where there is growth and development.

Management – a group of people or a person managing the above process.

DP₄ Leadership- to have leadership qualities, to be a role model and lead by examples.

Management- able to manage effectively (the whole institution) i.e. educators, non-educators, learners and parent community.

DP₅ Leading is about guiding and inspiring, and managing is about getting things done efficiently and effectively.

DP₆ Leadership- the ability to motivate and move people/colleagues to achieve goals.

Management- the person/people responsible for implementing and achieving the goals of an institution utilizing available resources.

Do you regard yourself to be a leader or a manager or both?

DP₁ Both – because a leader must also be able to manage.

DP₂ Both. In order to be a good leader, you need the ability to manage things effectively. Leaders have to constantly plan ahead in order to achieve success but also to motivate others. If you only manage things you may find yourself standing alone and having to take control of all things.

DP₃ I regard myself as a leader as well as a manager.

DP₄ Both.

DP₅ I regard myself as both leader and manager. A good SMT combine the skills of good leadership and management.

DP₆ Bit of both.

Values

What moral values are important to you? Why?

DP₁ Honesty, Consistency

DP₂ Honesty, trustworthiness, fairness. These values builds personal character. It makes others feel at ease. Your point of view are valued when people know that you arrive at any conclusion because you believe it to be the best at that time.

DP₃ Honesty, integrity, humility, trustworthiness, (transparent) transparency, respectfulness. These above moral values were instilled in me from birth and it is these moral values that make a good person and, inevitably, makes a good leader.

DP₄ Maintaining professional relationship (not intimate), effective communication with staff learners and parents, time management, discipline, equal treatment to staff, professional organization. Sound attitudes – no favouritism, effective conflict management.

DP₅ Respect, discipline, attitude.

DP₆ Credibility and integrity. In order to build trust amongst all. To create conditions for stability and security. An environment for development and excellence.

Do you have a role model? Tell me about him/her in three sentences.

DP₁ No response.

DP₂ No response.

DP₃ Yes, my mother was a strong, independent person. She stood up for herself. She was a leader, not a follower, but she acknowledged the fact that we can also learn from each other.

DP₄ Yes. He was my first principal- very disciplined man, exercised authority effectively. He was an exemplary to the community and teachers.

DP₅ Yes.

DP₆ Not only one, but draw from strengths and achievements of other human beings. Never give up in contributing towards the development of others.

What is your feeling concerning authority in general? (Exercising it and submitting to it.)

DP₁ Authority is something that must be carried – the same as respect. A leader should have the authority to make decisions but he should be very careful not to misuse it.

DP₂ No response.

DP₃ When exercising authority, one should be careful not to be authoritarian i.e. enforcing strict obedience at the expense of personal freedom, otherwise people like me would not submit to such authority.

DP₄ Exercising authority in a sound and positive manner.

DP₅ Authoritarian is like a boss who knows everything, tells people what must be done i.e. gives orders and who rules with threats, not law.

DP₆ There are links between compliance and integrity. Enough information must also be available to give the context of a given relationship.

What are the TWO main moral qualities you think all school principals should subscribe to in order to be efficient and effective in their job? Why?

DP₁ Dedication, Motivation.

DP₂ Honesty, integrity

DP₃ Honesty – principals must have the quality of being honest, because if principals practice deceit or misrepresent the truth, educators will lose faith in them and therefore would not give their full co-operation. Humility – principals must realize the importance of other people, other than themselves.

DP₄ Communication and co-operation because without these there is no effective management.

DP₅ Discipline, respect.

DP₆ Integrity and trust.

Do you think good school principals are special people who are “just born for the job” or what makes a good principal good?

DP₁ A good principal should be able to sum up a situation and determine which way to go forward. He should be able to take his people along with him on this.

DP₂ Good principals are brought about by sound personal characteristics. No degree/workshops can enforce integrity.

DP₃ There are some exceptional people who are born leaders, and some who are not. What makes a good principal good, in my opinion, is training, i.e. training in skills, such as leadership training etc. Experience also counts for something. Practice makes perfect.

DP₄ Good empowerment and governing skills. Good human resource skills.

DP₅ Sound leadership qualities, lead by example, good communication and listening skills, well-organised.

DP₆ Although character/personality plays a role, I am of the opinion that this new era demands highly trained, skilled and sophisticated principals. Training in management, development, research and IT.

In your opinion, who is the most important agent of change in your school? Why?

DP₁ In our school the changing number of English learners influences not only the number of our educators, but also the of our school.

DP₂ Definitely the principal. If there is no vision in his/her mind and planning, little growth will be seen.

As a leader you must have a vision that others will buy into and then you must have the ability to drive that vision from the front ... not forgetting to take your team along.

DP₃ The principal. He/she must lead by example and must always be open to change. Principals must promote change, if it is for the good of the school.

DP₄ Every stake-holder because in order to have development and upliftment of the whole institution.

DP₅ SMT.

DP₆ I believe those that connect- and enable educators to comply with policy and school objectives- in practice the SMT. Very often an individual in the SMT with some broader/authoritative and development approach.

Opportunities and types of development received

Do you know what kinds of in-service training are currently available to school principals?

DP₁ No response.

DP₂ No.

DP₃ Yes. Leadership skills training, financial management training, effective management training, progressive discipline, conflict management, IQMS.

DP₄ Partly.

DP₅ Progressive discipline, human resource management.

DP₆ Management and leadership courses. Needs to be advertised/made known in a much more aggressive way.

Who provides this training?

DP₁ No response.

DP₂ No response.

DP₃ WCED/ NGOs

DP₄ WCED and NGOs.

DP₅ WCED.

DP₆ Universities, WCED.



Does the EMDC/WCED provide training for the principal? Who do you think should?

DP₁ No response.

DP₂ I would like to believe that they do.

DP₃ Yes, the EMDC/ WCED should provide training for principals. NGOs should also provide training.

DP₄ Yes, NGOs also.

DP₅ Both.

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DP₆ Yes, should be a combination of experts within the WCED and also outside facilitators. Should be distinction between formal and informal and accredited modules.

Do you have any other thoughts on the issue of training of school leaders?

DP₁ Training should never stop and should involve not only the principal as a person, but also aspects such as management, management of staff – using their strengths to the school’s advantage.

DP₂ It should be a case of who is giving the training but rather how effective is it, how often is it done, follow upon training.

DP₃ Training should be provided for aspirant – principals before they become principals and not when they are already appointed as principals.

DP₄ Regular and constant training to take place.

DP₅ Principals should be trained as leaders and be empowered about all education issues and what is expected of them.

DP₆ More for training. More investment in and support for deputy principals- they will be the next (generation/stature) principals for this new era of change

H. Recommendations

Do you think principals need training/development? What kind? In what areas specifically? Financial management, curriculum management, leadership skills etc.

DP₁ Yes. Definitely. Financial, Human relations, leadership.

DP₂ Yes, to stay on top of their “game” in all aspects that are linked to management, but must be filtered down to all management components.

DP₃ Principals do need training, specifically in the following areas, IT training, financial management, conflict management, leadership skills, curriculum management, learner management.

DP₄ Yes, effective management and leadership. All of them- plus human resource relations.

DP₅ All of the above.

DP₆ Yes, OD, HRM, management, leadership, financial and also community participation and development.

Would you be able and/or willing to present such training? Explain.

DP₁ No response.

DP₂ No, simply because personally I haven't had any formal training in my own job – simply rely on own ideas and ways.

DP₃ No.

DP₄ Yes, having been trained first and equipped with knowledge and skills.

DP₅ No.

DP₆ I have a post graduate degree in Public Administration, research and should thus be able to assist in some training needs.

In an ideal world, what would you want to see happen in schools in terms of training and development of school principals?

DP₁ No response.

DP₂ Frequent training.

DP₃ In an ideal world, I would like to see principals do a “principals course” before applying and being appointed in a principal’s post.

DP₄ Regular and constant skills of development.

DP₅ Improvement on how to manage and develop staff morality.

DP₆ More structured training programmes for principals and deputies. Supporting them.

Why is that so important to you?

DP₁ No response.

DP₂ We find ourselves in an ever changing environment. To keep up with the pace, we need leaders that are on the right level and tempo.

DP₃ It would equip prepare them better for the real world, so that when confronted by an issue, they will immediately know how to deal with it.

DP₄ In order to be upgraded and able to meet up with the challenges of the times.

DP₅ To have skilled staff members.

DP₆ This will bring some form of standardization in the management capacity of principals. Also the possibility to do meaningful comparative analysis of school performances. Will also help (through measurable criteria), with promotion.

What recommendations would you want to make to the WCED or National Education Department about school principals’ needs – not the school’s needs?

DP₁ No response.

DP₂ They should realize that principals are really representing our national department and government. Invest more and better in them so that they in return can assist schools in really becoming the institutions of learning and the center of our community upliftment.

DP₃ As mentioned above, teachers get trained to be teachers, but principals do not get trained how to be principals. They must learn the hard way and sometimes with devastating results. I would therefore recommend the WCED or National Education Department that aspirant principals needs should first be addressed before they are appointed as principals at schools. With this in mind, better salaries for principals must also be considered to put dignity back in the profession.

DP₄ To be trained to put institution needs and interests first not their personal needs, for the smooth running and management of the institution. To train principals regularly and equip them with necessary skills.

DP₅ To be empowered about the new approaches and skills.

DP₆ Giving principals and deputies much more support and opportunities to improve new skills in HRM, OD, School improvement. To move towards accreditation.



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Appendix L
Research Project
- Heads of department responses to questionnaires -

List the five (5) challenges that your school had when you started at the school as a leader.

HOD₁ Integration, language- home language really second language, bigger language, discipline, maintaining standards.

HOD₂ To help teachers make the mind shift from “old school” to OBE. To develop our own learning programmes, work schedules and lesson plans when everybody was still very confused. To ensure continued growth and development of teachers. To stay informed regarding policies.

HOD₃ Constantly changing education policy, administrative workload, communication with parents, shortages of resources, lack of support from the education department.

HOD₄ People not prepared to attend workshops. Submission of work. Attendance and punctuality. Roaming about (not in classroom). Resources.

HOD₅ Absenteeism, communication, supervisor duties, administrative workload, changing policy of education.

HOD₆ Financial management, lack of educators’ co-operation, lack of policies, disciplinary challenges, supervisory duties.

Has the situation improved since? With regards to which of the five has there been improvement? What brought about this improvement?

HOD₁ Integration is the only situation that has settled.

HOD₂ Yes, all of the above. To lead by example. Support from the principal. To attend all the workshops. To read all policies carefully.

HOD₃ Yes. Educators attend lots of workshops to equip them to give more skills how to handle changes in education policy e.g. RNCS planning and assessment. You become involve in admin work the more you get familiar and have strategies of how to minimize the workload e.g. time management in your work- clustering some similar clusters.

HOD₄ Not really, it might be due to a lack of motivation. (Intrinsic). The many changes that are always coming up might also give problems to a person. Department does supply us with the resources and the material gets lost or stolen.

HOD₅ None.

HOD₆ Yes, financial management improved, co-operation of staff, training given by Department of education.

Leadership and management

How do you distinguish between the terms, 'Leadership' and 'Management'?

HOD₁ Leadership- to lead, set an example, to start, to motivate and activate.

Management- organize, delegate, communicate, plan ahead.

HOD₂ Leadership – to lead by example. Management – to include all role-players and delegate effectively.

HOD₃ Leadership is a skill or way of leading people to the right direction where at the end you achieve better/positive outcome towards your goal.

Management is to manage that department i.e. or e.g. manage finances, discipline or physical resources or just managing some activities.

HOD₄ Leadership is being part of whatever is taking place knowing it taking part in whatever is done through correct delegation. Management is more formal. You do delegate and wait for answers and things to be correctly done.

HOD₅ Leadership is about a person who does not just instruct but get involved in the task. Manager mostly gives orders but does not involve himself/herself.

HOD₆ Leadership is how you will lead your staff towards a common goal. Management is the ability in managing the workload towards a common purpose.

Do you regard yourself to be a leader or a manager or both?

HOD₁ A little of both.

HOD₂ Both.

HOD₃ Both, because I think the skill of leading people I practice in my department and management of resources and other as a member of school team.

HOD₄ Both depending on what has to be done. New tasks and those regarded as tough or difficult. Lead. Manage after having participated in it.

HOD₅ A leader.

HOD₆ I do see myself as a leader who can manage any task given to me with the help of my colleagues and school governing body.

Values

What moral values are important to you? Why?

HOD₁ A healthy lifestyle- setting examples by means of relationships with all religions and race, respect- all ages and backgrounds self discipline.

HOD₂ Honesty, discipline, accountability. People must be able to trust and have faith in their leader.

HOD₃ Non-racism and non-sexism. Social justice and equity, human dignity, respect, equality, accountability (responsibility). I believe if you combine these values and practice is you can be a better leader/manager.

HOD₄ Honesty and trustworthy. You know where you stand and tell the truth to build a true workmanship spirit. Listening- take time to listen and not always know is being said. Feel ones pain (empathy) shows you know or are aware of the person's pain.

HOD₅ Respect, positive attitude, honesty.

HOD₆ Honesty. Honesty create trust. With that it will make management and leadership must easier.

Do you have a role model? Tell me about him/her in three sentences.

HOD₁ A person who can communicate with almost all races, who can adapt to different situations and can stand firm.

HOD₂ Yes, my principal. He is a true manager and leader. Not only will he delegate but also carry a lot of weight himself. He gives me the feeling that we have a shared responsibility. I can also trust him.

HOD₃ Yes. My role model is my mother. She was born in 1940 by her parents who never been at school in rural areas. She never been at school because her parents but all her kids are educated.

HOD₄ I am being influenced by different people. I learn and take what I am comfortable with. Winnie Mandela- strength in her despite the problems she has and is still encountering. Tim La Haye, Christian psychologist. Iyanla Van Zant made it in life- motivational speaker.

HOD₅ My deputy- honesty, outspoken, organized.

HOD₆ Nelson Mandela. The ability to forgive the wrong that others done to you. The ability to use that honesty to unite a nation under one umbrella.

What is your feeling concerning authority in general? (Exercising it and submitting to it.)

HOD₁ Authority is needed and asked for by all although not always admitting it.

HOD₂ To find a midway or balance between democracy and autocracy. Is open to criticism and alternative viewpoints. Must definitely not abuse his or her position. Must adhere to the same rules.

HOD₃ I feel is a good thing more especial if exercising is on line with democracy, human rights and responsibilities. I mean fairness and transparency.

HOD₄ There has to be authority- set of rules to keep the company or organization running smooth (boundaries). Submission doesn't mean you are scared or weak- it only means you abide by the rules.

HOD₅ To be having authority people/educators tend to dislike you because you should uphold the needs of the department and of the school.

HOD₆ Authority is important in the sense of leadership and management. A principal of an institution (school) have to submit himself to the policies of the department of education and school governing body.

What are the TWO main moral qualities you think all school principals should subscribe to in order to be efficient and effective in their job? Why?

HOD₁ Respect, self-discipline.

HOD₂ Honesty, transparency, objectivity. Demonstrates fairness.

HOD₃ Promoting the rights and responsibility of everyone. High expectation, shared vision and mission. Because I think these are the main to have committed staff and good communication and by practicing it. Positive reinforcement of efficient and effective job.

HOD₄ Secretiveness so that a person knows that his "problem" is safe with him. Knowing your staff- who is good at what and motivate the struggling (caring).

HOD₅ Respect, positive attitude.

HOD₆ Honesty and sincerity. Because sincerity leads to trust and you have to be sincere in dealing with people.

Do you think good school principals are special people who are "just born for the job" or what makes a good principal good?

HOD₁ A solid background and ,training school' as well as experience contributes to a person with a personality-fit-for-the-job.

HOD₂ Not all people are leaders but many qualities can be acquired.

HOD₃ Good principals are those people who always have an ear to listens, willing and prepared to change or to admit their mistakes, firm, confident have stand, flexible person, reader, polite person, have a way of dressing or handling conflict or differences.

HOD₄ Network with other people across the colour bar. Attend developmental courses- even pay for them out of your pocket. Keep up date by reading about your organization and private organizations.

HOD₅ They are not born, that's my perception, to have necessary skills.

HOD₆ Good principals should have strong moral values and leadership qualities.

In your opinion, who is the most important agent of change in your school? Why?

HOD₁ No response.

HOD₂ Principal. He has a good system in place. He presents innovative ideas and acts decisively. He treats all communication where necessary in confidence.

HOD₃ Principal, because a stubborn principal hold the progress of the school. Transparent person, reader, flexible person or principal will accept changes and practice it out of that development progress will be there.

HOD₄ Everyone within the company/organization is change agent. Change happens in the soul or within. Liberated minds. It's a pity people are never ready to accept change at the same time.

HOD₅ Whole staff.

HOD₆ The learners and curriculum is to me the most important agents of change. The curriculum is a constant agent of change and forms an integral part of any school community. We know that learners are steered by environmental circumstances.

Opportunities and types of development received

Do you know what kinds of in-service training are currently available to school principals?

HOD₁ No response.

HOD₂ No.

HOD₃ Leadership. Organisational development.

HOD₄ No, because it is regarded as his business.

HOD₅ Management- that is conflict management, teamwork.

HOD₆ The Advance Certificate in Education (ACE) is currently the most important in-service training for educators and principals.

Who provides this training?

HOD₁ No response.

HOD₂ n.a.

HOD₃ WCED.

HOD₄ I assume it is the WCED or NGOs that are paid by the WCED.

HOD₅ NGOs.

HOD₆ University of the Western Cape (UWC) and the Department of Education (DoE).

Does the EMDC/WCED provide training for the principal? Who do you think should?

HOD₁ No response.

HOD₂ I am not aware of any. The WCED should be responsible for the training.

HOD₃ Yes. People who already been in the position of the principal and the expect or those who have skills, experience and good qualities.

HOD₄ Yes, it depends on what the training is about. If outside people are needed, go for them.

HOD₅ Yes, Department.

HOD₆ Yes, I think the governing body of schools and the department of education must do it.

Do you have any other thoughts on the issue of training of school leaders?

HOD₁ No response.

HOD₂ All school leaders should get training. It must be a standard practice and the Department should monitor the process of implementation.

HOD₃ No, because if the facilitators are the people who knows exactly what is it or how is it to be a school principal, they will talk about the reality that will help the new principals.

HOD₄ Let it be a continuous thing every term. To assess whatever problems or needs are.

HOD₅ Leaders need to be trained continuously so as to be equipped with the new developments.

HOD₆ Regular training in the latest methodology in management and leadership.

Recommendations

Do you think principals need training/development? What kind? In what areas specifically? Financial management, curriculum management, leadership skills etc.

HOD₁ Yes, depends on need and material available.

HOD₂ Yes, specifically leadership skills, financial management.

HOD₃ Yes, in order to have good principal e.g. computer skills, financial management, curriculum management, leadership skills etc.

HOD₄ Yes, to keep abreast with the changes and being able to approach whatever weakness or strengths the other members of the schools have.

HOD₅ In all of the above.

HOD₆ Yes, they do need training and development. Training in curriculum and human relation is for me very important.

Would you be able and/or willing to present such training? Explain.

HOD₁ No response.

HOD₂ No.

HOD₃ No.

HOD₄ With the necessary resources and training.

HOD₅ No.

HOD₆ Yes, I am fully equipped to train my fellow colleagues. In my years as an educator, I have been exposed to many types of leadership and management.

In an ideal world, what would you want to see happen in schools in terms of training and development of school principals?

HOD₁ Staff members must be happy and feel wanted. A contented staff will walk the extra mile. Principals should be motivated and trained to create a pleasant atmosphere at school.

HOD₂ All new principals must go for training in management. How to present and facilitate. Counseling and basic psychology skills. Conflict resolution skills.

HOD₃ Train principals to manage finances, manage curriculum, to develop their leadership skills.

HOD₄ They need personal development knowing themselves and then they'll know other people.

HOD₅ Continuous training.

HOD₆ I would like that a school principal to be more involve in staff development.

Why is that so important to you?

HOD₁ Learners and parents will co-operate if they know that the atmosphere at school is 'healthy' and pleasant.

HOD₂ The challenge of the new curriculum has presented itself with disillusioned staff and parents. The principal need the above skills in order to motivate and support effectively

HOD₃ Because if the principal can't manage the finances well there will be no progress at school. Curriculum- the principals need to be well aware of what is happening in Curriculum.

HOD₄ Knowing yourself as a leader is the best thing, it will be easier to work with others.

HOD₅ To keep with time.

HOD₆ It is important to me because the educator is a leader and a manager in his/her own right.

What recommendations would you want to make to the WCED or National Education Department about school principals' needs – not the school's needs?

HOD₁ No response.

HOD₂ This is maybe not a need but I think school principals should have at least an education degree. The NE Department should investigate policies made properly before implementing it like for instance the IQMS. Sometimes I get the idea that they implement half-baked notions. This puts principals under a lot of unnecessary stress. They already have a stressed profession.

HOD₃ To recommend workshop or in-service training to the school principals about the changes that are happening in the Department in order to equip them give them more skills, uplift the standard of education.

HOD 4 There mustn't be always formal workshops- informal conversation to gain more knowledge.

HOD 5 Principals have to be assisted whenever they request.

HOD 6 School principals are human beings too and are subjected to human needs like financial, security, respect and dignity.

