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LEADING AND MANAGING HIGH SCHOOLS IN SWAZILAND: CHALLENGES, STRATEGIES AND PRACTICES

BADELISILE ALEXIA DLAMINI

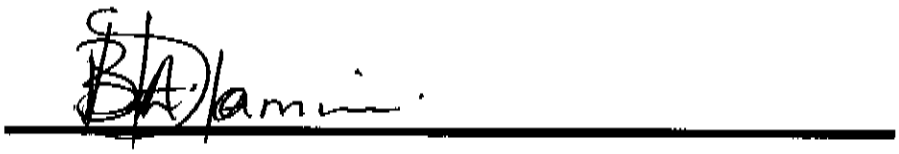
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A RESEARCH REPORT SUBMITTED TO THE UNIVERSITY OF THE WITWATERAND, JOHANNESBURG, IN PARTIAL FULFILLMENT OF THE DEGREE OF MASTER OF EDUCATION

MARCH 2011

DECLARATION

I declare that this research report is my own unaided work.



BADELISILE ALEXIA DLAMINI

Place JOHANNESBURG **Date** 23/09/2011

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With all the rare opportunities and the gift of passion for education that can never fade in me, I thank the Almighty God for granting me wisdom, strength, courage and power to overcome the obstacles and challenges encountered during my period of study. Through Him we are more than conquerors.

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LIST OF ACRONYMS

ACE..... Advanced Certificate in Educational leadership

AIDS.....Acquired Immune Deficiency Syndrome

BA.....Bachelor of Arts

BEd.....Bachelor of Education

CPD.....Continuous Professional Development

HIV.....Human Immune Virus

HOD.....Head of Department

IGCSE.....International General Certificate of Secondary Education

INSET.....In-service Education and Training

MoET.....Ministry of Education and Training

NCC.....National Curriculum Centre

PGCE.....Post Graduate Certificate in Education

POMI.....Personnel, Organization, Monetary and Instructional

REO.....Regional Education Office

SGB.....School Governing Body

SMT.....School Management Team

SWAPA.....Swaziland Principal's Association

TSC.....Teachers' Service Commission

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ABSTRACT

The central aim of this research is to identify the challenges faced by head teachers after being selected, recruited and appointed by the Ministry of Education and Training (MoET) in Swaziland and how the Ministry addresses these challenges. It establishes the kind of support systems and strategies that the heads receive from In-service Education and Training (INSET) and the Swaziland Principals' Association (SWAPA). It further explores the current practices that they engage in leading and managing in their respective schools as newly appointed headteachers.

The research embarked on a qualitative case study and is theory-based, and uses the works of Lave and Wanger's (1991) Situated Learning Theory and Putnam's (1995) Social Capital Network Theory as conceptual framework. These theories can be considered by other researchers undertaking similar studies especially in transitional contexts. The target populations in this study were six (6) participants; among them were four (4) newly appointed high school headteachers from two (2) districts of Swaziland and two (2) officials. In this research study, semi-structured interview and textual documents were employed as multi-method strategies to collect data. Data collected was coded and categorized into relevant themes which were directly linked to the research questions and sub-questions.

It is claimed in this study that headteacher's preparation is a crucial aspect of school development and progression for successful growth, and that programmes of preparation should have positive outcomes for those who undertake them. In many instances headteachers come to headship without having been prepared for the new role; as a result, they often have to rely on experience and common sense (Bush and Oduro, 2006:363).

The results revealed that the most challenging conditions facing novice headteachers were financial management, solitude and seclusion; high and intense expectations that the position holds; technology and poor public image of the school. It was established that they overcome these challenges through peer support by veteran headteachers. The In-service Education and Training (INSET) is authorized by the Ministry of Education and Training to provide professional support system for the novice principals. It can be concluded that there is definitely need for adequate preparation for effective performance to a demanding and

complex job which is long-term, planned and job-embedded, focuses on student achievement, and lastly supports reflective practice among participants.

Key words: professional development, leadership, headship, principalship, headteacher, principal, school head, novice,

CHAPTER ONE

GENERAL ORIETATION OF THE STUDY

1.0 Background

This chapter introduces the general conception and organization of the study. It starts with a general background to the study highlighting key features that take place in the education system. The chapter further delineates the problem statement, aims of the study, research sub-questions, rationale, central argument and ends with limitation of the study.

It was after I had completed my first degree in 2004 and working as a teacher that I started thinking more about the responsibilities that headteachers undergo on their daily activities in running a school. While witnessing the dynamic increase of headteacher's leadership task, the role conception as an ordinary teacher developed. I realized that my own expertise as a teacher could place me in an administrative position, and yet I lacked the necessary skills to be a school leader. It also dawned on me that the current climate on educational leadership places additional demands on headteachers' time, energy and competencies. I also became aware that we now live in a global era: it is ever changing and has increasingly become a more 'knowledge [based] society-economy', with education playing a fundamental role in economic performance in relation to the global world. The global change in education has demanded innovations to accommodate these changes. Thus the role of principals in leading and managing schools has become more challenging both globally and nationally.

On the one hand, Bush and Oduro (2006:359) claim that in the Sub-Saharan Africa "there is rarely any formal leadership training and principals are appointed on the basis of their teaching record rather than their leadership potentials". They maintain that induction and support are usually limited, and principals have to adopt a pragmatic approach. On the other hand, Kitavi and van der Westhuizen (1997:251) argues that, good teaching abilities are not necessarily an indication that the person appointed will be a capable educational manager.

Given this background, my interest in understanding leadership roles can be traced back to 1990 when my elder brother was appointed internally as deputy headteacher and soon after he was promoted to headship in another school. This got me thinking about the challenges he faced as a newly appointed principal in a rural high school. There was pressure then, as it is today on schools and school heads have to ensure quality performance of learners. I became aware of the great expectations demanded of principals but these demands are not exclusive to Swaziland; they are global and impact on all headteachers.

As I pursued my studies and became exposed to literature on leadership development, I became particularly interested in understanding what entails effective and efficient headship as leadership ability and skills of a principal in any school plays a significant role in school improvement, change and development (Harris and Muijs 2005:13). Eventually, I was inspired by the literature on professional development of school leaders or headteachers in the sense that it indentified the variety of challenges that are confronted by principals. Furthermore, it stated that it was necessary for developing principals to be provided with the necessary skills given the dynamic and complexities of the changing educational culture. The early teaching experience and literature combined to shape my career aspiration and research interests in particular and it is on the basis of this that I decided on the topic: ***Leading and Managing high schools in Swaziland: challenges, strategies and practices.***

1.1 Problem Statement

Generally, headteachers are perceived to be the driving force in educational change or reform. More than ever, in today's climate of heightened expectations, headteachers are in the 'hot seat' to improve teaching and learning. As the role has changed, the comfortable behaviours that served principals well in their previous role as teachers need to be modified or replaced (Bush and Oduro, 2006). The problem statement therefore seeks to examine how newly appointed headteachers strive towards excellence in leading and managing their schools and how they deal with the challenges since they lack formal training, which was never given prior to their appointment. The main focus of this study is to establish whether present and future headteachers are getting the professional preparation they need to meet the mounting demands on school leadership? And also, what kind of induction or support systems and strategies do they received after appointment towards effective leadership and management. It is asserted by Smith and Thurlow (2001) that "selection for principal

involves predicating or forecasting an individual's future performance in the post" (see also Chapman, 2005; Weindling and Dimmock, 2006). Selecting will always be a complex process as the strategy of recruiting different kinds of persons into administration for the purpose of effecting change is, for the most part, an act of faith.

1.1.1 Aim

The main research question of this study is: What are the challenges facing novice high school headteachers in Swaziland in leading and managing their schools? The aim of this research study is to identify the main challenges faced by headteachers after being selected, recruited and appointed by the Ministry of Education and Training (MoET) in Swaziland, and how they address those challenges. This study attempts to establish the kind of support systems and strategies they receive from In-service Education and Training (INSET) and the Swaziland Principals' Association (SWAPA). It further explores the current practices that they engage in leading and managing their respective schools as newly appointed headteachers. The main research question will be answered by addressing the following sub-questions:

- What teaching requirements qualify an aspiring head of school in Swaziland?
- What induction strategies are being provided to education leaders to make them effective and efficient?
- What support strategies do they receive as newly appointed principals?
- What are the values that underpin an effective leader and manager (current practice)?

1.2. Rationale

The motivation of this study is entrenched in Lave and Wanger's (1991) Situated Learning Theory and Putnam's (1995) Social Capital Network Theory. According to Lave and Wanger, this model demonstrates the idea that learning does not occur in isolation and is socially constructed. In this theory, participatory learning is validated and legitimized through acceptance and interaction with experts or masters and through practice. Whilst, the Social Capital Network is a concept rooted in the social networks and social relations. The theory proposes that access to and use of social resources is partly determined by positions in the hierarchical structure and by the use of weaker ties (Lin, 1999:35). Both theories provide an

environment or setting for principals where they can interact with other professional and collaborate, reflect and share expertise, skills and knowledge. This kind of learning involves the transformation of theoretical concepts into practice, and consequently believes that the way in which the concept is used reveals how it is understood (Also, see chapter two).

It is for these reasons suggested by these authors that I wanted to undertake this study. In most cases the experience that the new principals have has little to prepare them as beginning deputies and/or principals, for they have to play the role of balancing different interests and expectations. School principals also need to have opportunities to practice the skills and abilities of the job demands in order to deal productively and confidently with the leadership and management issues they are likely to face after appointment. Therefore, my interest was to find out the kind of support they receive and if so, how often do they receive professional developments since they face many challenges as novice principals.

This study hopes to understand and to minimize the gap between the nature of the problems faced by the principals and how the newcomers are trained to adapt in their new positions. The research findings would help to develop strategies that would ensure effective performance of the school heads and would generate recommendations to address some of the challenges facing principal's development after selection and appointment.

1.3. Central Argument

As a starting point, headteacher's preparation is a crucial aspect of school development and progression for successful growth, and that programmes of preparation should have positive outcomes for those who undertake them. Professionals involved in educational change or reform have argued that "without competent headteachers schools may be ineffective and efforts at school improvement may be unlikely to succeed", (Crawford, 2005; Mortimore, 2001). Therefore, the argument being pursued in this research is that in many instances headteachers come to headship without having been prepared for the new role; as a result, they often have to rely on experience and common sense. By virtue of satisfying the requirements of headteacher's post, that is, accepted level of teaching experience and accepted academic qualification cannot be the only criteria used for appointing one to the leadership position. A headteacher who can effect qualitative change strategies requires adequate preparation, and therefore acquiring expertise can no longer be left to common

sense and character alone: management and development support is needed (Bush and Oduro, 2006:363).

Leading a school means assuming an approach in which leaders model a preparedness to face and manage the challenges of change. As leaders are subjected to effects of complex of factors that have the potential to impact negatively on their performance and survival in the principals' role, thus, Crow (2003:5) argues that "principals must be given support to face the challenges of their responsibilities and to renew and reinvigorate their professional performance". This involves a capacity to exercise critical and creative intelligence in the solving problems, and a belief in the complex, shared, and incremental process of learning and to lead (Chapman, 2005:25).

These are changing times in the education system globally such that many developing countries in Sub-Saharan Africa are engaging in serious and promising educational reforms. Professional development has been the key element in most of the reforms in the teaching fraternity. As Villegas-Reimers (2003:5) puts it, community at large has finally acknowledged that educators as well headteachers/school leaders are not only one of the 'variables' that need to be changed in order to improve their education system, but they are also the most fundamental change agents in these reforms. This has led educators to occupy double roles in education reform, that is, being both subject and objects of change and that has made the field of professional development a growing and challenging area, and one that has received a major attention during the past few years.

The professional learning of principals is a central factor in determining the quality of their instructional leadership and for this reason professional development has been considered an essential mechanism for deepening principal's knowledge and developing their leadership and management practices. Professional development could be a cornerstone for systemic reform efforts designed to increase principals' capacity to lead and manage to high standards (Smith and O'Day, 1991). If school heads are to become full members of a community of practice there are certain steps or support structures that need to be put into place and one such structure is professional development.

As the quality of professional development for principals and other schools leaders is even less adequate in assisting them to meet the almost overwhelming challenges of their work, and so the importance of high-quality professional development for administrators has

become increasingly obvious to reformers. Hence, this research aims at discussing the preparation or induction and support of new school principals as transformative leaders from being teachers to leadership position in relation to professional development. It is in the view that after selection, the majority of principals are usually posted in poorly equipped schools which tend to make their job performance less effective.

The links between school effectiveness, school improvement research and professional development for principals have shown the pivotal role in securing high quality and high standards. School improvement research is regarded as a distinct approach to educational change that enhances student outcomes as well as strengthens the school's capacity for managing change (Glickman, 2002:237). In this sense school improvement is about raising student achievement through focusing on the teaching and learning process and the conditions which support it. From the discussions it can be concluded that principals need professional development so that they are able to identify the deficiencies in the way teachers teach, that is, instructional quality and to create internal structures and conditions that promote the school as a whole. Consequently, as principals are deployed in different school after being appointed, that determines the necessity for their professional development in order to adjust to the overwhelming situation they find themselves in and the needs for one principal are different from the next principal.

1.4. Outline of Chapters

Chapter One: *The introduction* maps out the general orientation of the study, its structure and organization. The aim of this chapter is to provide the background of the scope of the research, the problem statement, aim and sub-research questions have been posed. The significance of this study is discussed in the form of a rationale as well as the central argument, outline of chapters and then it concludes with the limitations of the study.

Chapter Two: *Review of the literature* —the main aim was to review the relevant literature that has informed the study. This chapter is concerned with setting the scene. It is dominated by literature on professional development and the activities/processes involved in it. Analyses of the current trends and debates in professional development have been discussed. The argument in this chapter is that professional development for newly appointed principals is the most essential process necessary to transform and shape their identity in the early years

of headship. Conceptual framework that guided the study was discussed to finalize this chapter. In this regard, Lave and Wanger's theory of Situated Learning and Putnam's theory of Social Capital Network was used. The situated learning theory demonstrates the idea that learning does not occur in isolation and is socially constructed, whilst, the social capital network theory is a concept rooted in the social networks and social relations.

Chapter Three: *Research Design and Methodology* - the aim of this chapter was to identify and map the processes involved in this investigation. The main question was: what research approach is this study going to undertake? The argument in this section was that the qualitative case-study approach is appropriate because it seeks deeper understanding of people's lives, lived experiences, behaviour, emotions and feelings. And in this case, it was the understanding the 'lived experiences' of new school heads as transformative leaders from being teachers to leadership position with regards to professional development. This section gave explanations on methodological issues such as research approach, procedures, research instruments and sampling, data analysis, and described how these were applied in the study. The chapter contains issues of reliability and validity, ethical considerations, and the conclusion.

Chapter Four: *Contextual Issues* — the main aim was to discuss the issues involved in the appointment of school heads by the Teacher's Service Commission, their job description and role expectations. The main question in this chapter was: what teaching requirements qualify an aspiring head of the school in Swaziland? The argument is that changing circumstances require improved skills, knowledge and attitude to address the new roles that the school heads have to undertake in order to strengthen and create internal structures and conditions that promote teaching and learning in school they head. This chapter deals with contextual issues, such as background information of the four case-study schools and the biographical data on participants and finalize with conclusion.

Chapter Five: *Challenges, Support System, Strategies and Practices for Novice School Heads*—the aim of this chapter is to tackle the main research question and sub-questions of the study. The main question was: what are the challenges that are faced by newly appointed headteachers and the sub question being, what support systems and strategies that will make new appointees effective and efficient educational leaders and managers, and what are the current practice in the schools that they lead. The argument is that high expectation posited on newcomers in the absence of initial preparation weighs heavily on them because only

equipped principals can handle a complex and rapidly changing environment. The issues covered in this chapter include: challenges faced by newly appointed headteachers, professional development of newly appointees, support systems and strategies by INSET and SWAPA for novice school heads and practices that underpin appointees in their respective schools.

Chapter Six: *Conclusion* — the aim of this chapter was to provide a discussion around the findings of the research study. By the way of conclusion the chapter draws together the work of the preceding chapters and indicates the relevance of the study, highlights gaps and uncertainties that require further attention and concluded with recommendations for future research.

1.5 Limitations of the Study

The research study was conducted in four high schools in Swaziland which are located in two districts, therefore, the findings may not necessarily represent the rest of the high schools across the country, but they provide a better understanding of how school heads experience their first years of headship in their respective schools. Another short coming observed is the fact that each school was located in a different setting. As a result, the researcher was unable to compare trends in learner's achievements to determine how headteacher's efforts to use professional development could influence learner's outcome.

On another note, limitations that were incurred by the researcher included the following: time, accessibility and cost. The scope of the study was therefore limited in the sense that data collected would have been enriched by actual attending the workshops on professional development for headteachers. The observation process would have given more insight to the researcher with regards to the disposition of professional development programme that is received by headteachers in Swaziland.

There was also limited literature available on professional development on school leaders in Southern Africa, let alone in the Swazi school context. The reason behind this is probably because professional development has not been given much attention over the years, again, perhaps because scholars on educational issues believe that principals have no direct influence in learner's achievements.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The main aim of this chapter is to review the relevant literature that has informed the study. It is dominated by literature on professional development and the activities/processes involved in it. The argument in this chapter is that professional development for newly appointed principals is the most essential process necessary to transform and shape their identity as leaders in the early years of headship. The key issues consists of a theoretical framework (see conceptual framework) which maps out key landmarks studies, authors and sources relating to professional development of school principals within the current internationally and Sub-Saharan African context. The current debates concern the changing roles of headteachers which emphasize instructional leadership and require more systematic and innovative approach to professional development as well as effective support systems. If school heads are empowered through continuous professional development (CPD), school will improve.

According to Polit *et al* (2004:800) "literature review serves to identify a relevant theoretical or conceptual framework for a research problem, lay the foundation for a study, inspire new research ideas and determine any gaps or inconsistencies in a body of research". The study drew on previous research and best practice to identify the key features of professional development to use in the study.

In the following section, I am going to discuss headteachers' challenges, headteachers' roles, headteachers as an instructional leaders and professional development for headteachers.

2.1. Headteachers' Challenges

In developing countries research has been conducted concerning the problems and support strategies for the early years of headship. It was revealed that among other things principals were also faced by the following: feelings of professional isolation and loneliness; dealing with the legacy, practice and style of the previous headteacher ; dealing with multiple tasks, managing time and priorities; dealing with the school budget; dealing with ineffective staff; implementing new government initiatives, notably new curricula or school improvement projects; and problems with school building and site management (Weindling and Dimmock, 2006:330). Similarly, in the Sub-Saharan Africa there are problems that are faced by beginning principals in addition to the aforementioned ones and these include: students who cannot pay school fees, buy books, shortages of basic equipment and facilities; installing telephones; lack of support from parents; parental illiteracy; students travelling long distances; lack of support from district office; use of English as a medium of instruction ;political instability due to wars ; and the impact of HIV/AIDS pandemic (Kitavi and Van der Westhuizen,1997; Bush and Oduro, 2006).

However, it is important to note that the problems may be similar in different countries and to some extent consistent overtime. For the fact that most new heads and principals experience these problems in their early years of headship, means that it is a concern that needs to be considered as they try to understand their new role and take charge of a learning organization.

2.2. Headteacher's Roles

In the past years the role of principals has tended to focus on the interpretation of national/school rules and regulations and the exercise of delegated responsibility in functional areas such as administration, planning, finance, student welfare and reporting (Bredeson, 1989; Fullan, 1991; Leithwood, 1992; Hallinger and Heck, 1996; Leithwood, 1992). In these contexts, less emphasis has been placed on the principal's role as decision-maker and as educational leader in the enhancement of school improvement. Over many years research has highlighted the increasingly complex and multifaceted nature of the roles and responsibilities of the principals.

As the expectations placed on principals' increase, there is also a new conceptualization of the principals' role. In this era of educational change, headteachers are expected to display new kinds of knowledge, skills, attitude and values that are essential to lead and manage effectively and efficiently. On the other hand, "principals are expected today to create learning communities in their schools, build the professional capacity of teachers, take advice from parents, engage collaborative and consultative discussion making, resolve conflicts, engage in educative instructional leadership, and attend respectfully, immediately and appropriately to the needs and request of family with diverse cultural ethnic, and socioeconomic background" (Sparks, 2002; Cowie and Crawford, 2007). The changes in the principal's role also bring unintended consequences. Hargreaves (2003) argues that the current changes in educational work within this more complex knowledge society have resulted in a variety of dysfunctional features, including a culture of dependency, dividedness among staff, loss of integrity and an end of ingenuity and emotional strain.

Sparks (2002:67)further maintains that principal are asked to give up "command- and – control" views of leadership and to be instructional leaders steeped in curriculum, instruction, and assessment who can coach, teach, develop, and distribute leadership to those in their charge. The task force on the principals of the school of leadership in UK, based its work on this premise: "principals today must also serve as leaders for learning students, they must know academic content and pedagogical techniques, they must work with teachers to strengthen skills, they must collect, analyze, and use data in ways that fuel excellence" (Downs, 2000:2). Thus, the previous researchers have identified a number of variables including principal leadership that have an effect on school learners' performance, and the interrelationship among these variables seem to pose a complex situation than originally thought (Heck, 1993:151). Increasingly, educational leaders are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success.

Effective leadership creates effective school. To be effective, school leaders need professional development to improve their skills. These are the assumptions which underpin all of the research that has been done on effective schooling and on the importance of preparation for, and instruction in the necessary qualities of school leadership (Caldwell and Spinks, 1988; Fullan, 1991; National Commission on Education, 1993; Earley, 1994; and Saran, 1995). The goals of the effective principals can be described in terms of basic orientations: orientations towards students, teachers and the larger school systems. Effective

principals place the achievement and happiness of students first in their priorities. They view themselves as instructional leaders whose function is to ensure that students in their schools are provided with the best possible programmes (Sarason, 1971; Berman and McLaughlin, 1979; Venezky and Winfield 1979). Professionals involved in education agree that without competent principals schools may be ineffective and efforts at school improvement are unlikely to succeed.

Principals also play an essential role in establishing a school culture that promotes quality teaching. Harris (2000) found that teacher's value empowering behaviours such as treating teachers professionally and involving teachers in decision-making; supporting behaviour such as providing emotional and moral support, and be visible during the school day, and communicating behaviour such as active listening, providing encouragement, and establishing clear expectations. Schweitzer (2000:35) concludes that "the leader is the primary culture carrier for the organizations". If the leaders' attitude and behaviour do not match the culture that you are intending to build, it will not work.

2.3. Headteachers as Instructional Leaders

Beare *et al* (1993:141) argue that "leadership is a key component for excellent schools; the leaders should have a vision for their schools". What is important, as they would argue is that the vision should be shared by teachers as well as the school community. And this should ultimately inform the programme for teaching and learning. Stogdill (in Beare *et al* 1993:142) defines leadership as the technique of managing the action of an organized group towards the realization of a pre-set goals, this may include the way principal influence the processes of teaching in a way that would produce better academic results.

For Beare *et al* (1993:142), the quality of education is driven by outstanding leaders who are continuously developed, especially since it has been established that effective leadership is the foundation for those schools which produce comparatively better academic results. The next crucial step is to establish what constitutes effective leaders. Good leaders, according to Beare *et al* (1993:142), (see also Davidoff and Lazarus, 1997), do not only work towards influencing their teachers for the realization of their vision but also make them understand the significance of accomplishing the pre-set goals. For leaders to effectively influence their teachers to realize the school's vision, there must be the existence of an organizational

structure, which according to Fidler (1997:53) asserts that every school organization ought to have, if they want to achieve their core business-teaching and learning.

However, there are some challenges attached to working towards the accomplishment of pre-set goals. According to research done by Beare *et al* (1993:144) in America, the behaviour of leaders is important, they face the challenge of having to strike a balance between leading schools towards the accomplishment of consensually pre-set goals while ensuring that the working environment as well the culture of the school is healthy and conducive. This can be done by employing different leadership styles. Botha (2004:239) argues that behind good academic results derive from a professional principal who assume the position of a leader and a manager. He/she ensures that resources, both human and physical, are effectively utilized so that the school can produce the "educated learner", which is the schools' most important business.

Hopkins (cited in Harries *et al*, 2003:55) states that school leaders should act as 'instructional leaders' and ensure that teachers continue to develop and learn to improve their learners' learning. Leithwood, *et al*, cited in Harris *et al*, 2003:58) view instructional leadership as a leadership approach that puts the processes of teaching and learning at the centre, with the intention of influencing learner's achievement. According to Hallinger and Heck (1998:176), a school leader should be an instructional leader with indirect effects on learner achievement. This is because school leaders can encourage and support direct classroom supervision with the view to improving teaching and learning and learners' outcomes.

The responsibility of instructional leaders, according to Chell (1996), is to co-ordinate, guide and direct the efforts of the organization's members with the view to improving the quality of teaching and learning. These leaders have to give priority to activities which set a foundation for high learner achievement. Clickman (cited in Ovando and Ramirez, 2007) concurs that:

> Instructional leaders are expected to have a comprehensive understanding, knowledge, skills and dispositions associated with teaching and learning". They need to have the ability to identify and understand their teachers' strengths, weaknesses and professional needs, so that they can ensure they are assisted to sharpen their skills in teaching and learning. An instructional school leader may use different approaches, depending on the level of their teachers' level of professionalism. These approaches should be "nondirective, collaborative, directive-informational and directive control", all of which might be relevant and useful for different teachers (Ovando and Ramirez, 2007:92).

According Downs (2000:47), "if then , all teachers are to perform at high levels, principals must serve teachers and students as instructional leaders who keep school activities focused to students to learning and build learning communities among staff members". These principal regularly visit classrooms, meet with teachers in large and small groups to discuss teaching and learning, discuss students work with teachers, alter the daily schedule to provide time for teacher learning, use of faculty meetings for professional development. They shape school norms to promote an ongoing discussion of teaching and learning and to encourage reflection in the use of new practices.

2.4. Current Debates on Professional Development for Principals

Having looked at the head-teachers' role and meaning of school leadership and instructional leadership, it is now time to discuss professional development for principals, systems that support professional development, the districts' role in helping novice principal and the conceptual framework.

Substantial literature on professional development has been available globally for several decades now. According to these scholars (Little, 1993; Darling-Hammond and McLaughlin, 1995; Lieberman, 1995; Bush and Jackson, 2002; Wideen and Andrews, 1997; Villegas-Reimers, 2003) there has been a generic form of professional development which consisted of facilitating workshops for principals and teachers and short in-service courses. It is argued that it was the only type of formal training that would be received and was usually unrelated to teaching and learning. Most countries have shifted from this traditional form of professional development to that which includes "regular opportunities and experienced planned systematically to promote growth and development in the profession" (Villegas-Reimers, 2003:13).

More recent literature has continued to refine and elaborate the view of professional development as a crucial factor in recent educational change and school reforms (Garet, Porter, Birman, Yoon, 2001; and Porter, Birman, Garet, Desmond, Yoon, 2004). These authors view professional development as an approach towards building capacity in anticipation of unforeseen challenges. In literature, the early 2000's marked a dramatic change in the conceptualization of the work of school principals as administrators need to understand what the conceptions of teaching and learning that motivates a nation's reform agenda look like in the classroom and how these visions of practice relate to teachers'

opportunities to learn (Bush and Jackson, 2002; Sparks, 2002; Chapman, 2005; Bush and Oduro, 2006).

Several attempts have been made towards increasing opportunities for professional development in schools. These opportunities come with the growing awareness that the availability of high quality professional development is instrumental in enhancing students' learning and ensuring that the students reach their full potential in classroom performance. Research has revealed in developed countries such as USA and UK that there is a growing need for teachers, principals and community to be empowered through professional development if the schooling system is to improve. Harris (2001:261) maintains that for schools to be improved there is undisputed need to build the capacity of those working in schools. He explains by saying that "capacity building is concerned with creating the conditions, opportunities, and experiences for collaboration, empowerment, and inclusion". Most developing countries are still embarking on the process of incorporating effective collaborative learning in their schools.

The National Staff Development Council (NSDC, 2000:6) report, *Learning to Lead, Leading to Learn*, noted that principals should engage in professional development that, according to the Educational Research Services, "is long-term, planned, and job-embedded; focuses on student achievement; supports reflective practice; and provides opportunities to work, discuss, and solve problems with peers". The link between professional development and educational change is vital especially if the change is complex and is to affect many settings over a long time. Fullan (1993) cited in Guskey and Huberman (1995:260) believes that "professional development is primarily about 'reculturing' the school, not about 'restructuring' its formal elements". Hammonds (2002) points out that most principals have been trained in a system that do not allow for this kind of professional development; therefore, there is need to have their priorities redirected in their schools so that they get sufficient professional development that will allow them to advocate for a school culture in their schools that will enhance both the learner's learning as well staff growth.

The shift has seen professional development opportunities being related to actual classroom experiences such as those that both teachers and principals do in professional development programs is more about the daily activities they engage with between themselves: principals, teachers and learners. Thus, Steyn and van Niekerk (2002) attempts to define professional development as " a programme that is aimed at developing teachers and educational leaders

in order for them to become better equipped both personally and professionally". This conception of professional development is broader than career development, which is defined as "the growth that occurs as the teacher moves through the professional career cycles," (Glatthorn, 1995:41), and broader that staff development, which is "the provision of organized in-service programmes designed to foster the growth of group of teachers; it is only one of the systematic interventions that can be used for teacher professional development," (ibid: 41).

On the one hand, Fullan (2002:16) argues that, "only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student's achievements". On the other hand, the ongoing success in schools will depend upon the commitment and abilities of headteachers to promote professional development awareness cultures in their schools, Day *et al* (2000:23). Since the quality of professional development for principals and other schools leaders is even less adequate in assisting them to meet the almost overwhelming challenges of their work, the importance of high-quality professional development for administrators has become increasingly obvious to reformers. The professional development will not only affect the knowledge, attitudes and practices of individual teachers, administrators, and other school employees, but will also alter the cultures and structures of the organizations in which those individuals work (Jones,1998; Sparks and Hirsh,1997).

There have been ongoing debates in literature pointing to the fact that principals do not have much influence on student achievement as they have no direct contact with learners, but only teachers have through classroom instruction. Accordingly, Hallinger and Heck (1998:157) conducted research in which they investigated the relationship between school leaders and learner achievement. They discovered that principals play an indirect, but significant role, in influencing learner achievement through the way they manage teaching and learning. Leithwood and Riehl (2003:3) concur by emphasizing that "school leaders influence student learning by helping to promote vision and goals and by ensuring that resources and processes are in place to enable teachers to teach well". Kose (2009:632) agrees that principals indirectly influence learner achievement by aligning professional development with school improvement and student learning goals, guiding systematic collaboration and building school-wide program coherence with assessment, instruction, curricula, and data collection and Knapp (2003), Loucks-Horsley (2003), Newman, King and Youngs (2000) concur. Furthermore, Faulkner (2007) indicates that through research and debates internationally, it is

clear that "school leaders and learner achievement are inextricably linked". The central connection seems to be that of school improvement and that of learning systems whereby professional development aligns with school goals which provide a common learning focus.

Professional development for principals is used to mean the transmission and absorption of knowledge usually through a systematic process.

> A person who is educated is regarded as one able to make choices from competing ends and who has more learning than that which would be regarded as strictly necessary for the performance of a job. In contrast, a person who has been trained is generally seen as one who has been given guidance on the skills needed for a specific job, requiring a focus and discipline provided by others. A person who is trained is assumed to be able to perform the standards set for a job (Thody, 1998:232).

Hence, the professional learning of principals is a central factor in determining the quality of their instructional leadership.

Sparks (2002:24) view staff development as part of a large system that profoundly affects its effectiveness, school leaders must address structural issues as well as the professional learning of individual school employees. This means principals must see themselves not only as leaders of learning communities and models of career-long learning, but as "system designers" and "school designers" who create structures and cultures that support high levels of students and adult learning.

Change in the principalship has been occurring as a result of large-scale reforms resulting from the general determination to ensure the provision of quality schooling. Changes in approaches to leadership learning have been slower to occur. As Chapman (2005:15) puts it, "there is widespread agreement that there is a need for a fundamental rethinking of the content, structure, delivery, and assessment of leadership learning". She claims that

> Leadership learning is vital in the interplay of a number of elements: study of the relevant theoretical disciplines and the substantive domains of professional knowledge and competence; critically reflective practice; engagement in field based learning activities and peer-supported networks, (Chapman (2005:15).

Darling-Hammond and McLaughlin (1995:598) highlight an important point regarding the leadership development. They claim that:

> In a study of the nature of transformations that occur as teachers learn to become school principals, it was found that teachers' experiences in informal and formal leadership, both prior to and while participating in a program of leadership learning,

> help mould their conception of the principalship; field-based learning guided by leadership practitioners begins initial socialization, increases role clarification and technical expertise, and develops skills and professional behaviours (Darling-Hammond and McLaughlin (1995:598).

A co-operative approach among learning providers is required to enable coverage of all elements in professional development.

Chapman(2005:19) emphasize that "candidates for leadership may be self selected, nominated, or marked out by more senior members of the profession, but once identified they must [have available] to them multiple learning experience and opportunities that will assist them to develop their leadership capacities". Little (1993:136) argues that "newly appointed leaders require engagement in a systematic program of learning, and induction based on an analysis of a person's previous experiences and capabilities integrated with the needs of the particular school, system, and context in which they serve". Literature states that integrated and articulated strategies of professional support, guidance, and development must be available to new principals. It is suggested that in the year of entry, preparatory programs might include the development of mentoring relationship by joining early career principals with experienced principals, collaborative inquiry, participation in network learning communities, coaching, inter-visitation, and engagements in seminars and other learning activities relevant to their own needs and the needs of their school and employing authority (Hill, 2007:111). From what literature says it is evident that all the programs are put into place to enhance capabilities of newly appointed leaders.

2.5. Professional Development Activities

Leading the school means assuming an approach in which leaders model a preparedness to face and manage the challenges of change. As leaders are subjected to effects of complex factors that have the potential to impact negatively on their performance and survival in the principals' role, therefore, Crow (2003:5) argues that "principals must be given support to face the challenges of their responsibilities and to renew and reinvigorate their professional performance". This involves a capacity to exercise critical and creative intelligence in the solving of problems, and a belief in the complex, shared, and incremental process of learning-and to lead, (Chapman, 2005:25). As a result, newly appointed principals are in need of assistance when taking on responsibility for a school.

Systems theorists such as Senge (1990:69) believe that everything in a system is connected to everything else and that a change in any part affects all the other parts and the whole. "System thinking is a discipline for seeing wholes". He writes, "it is a framework for interrelationship rather than things". Senge stresses the importance of looking beyond personalities and events and seeing the structures in which employees operate so unseen forces that limit progress can be worked with and changed. It is believed that systems exert a powerful influence over the professional learning and the day-to-day job performance.

2.5.1. Induction and Mentoring

The terms induction and mentoring are often used interchangeably. However, induction is the comprehensive process that provides professional development that trains, supports, and helps retain new professionals, while mentoring is only a component of a full induction programme. It focuses on one-on-one help between a veteran and a newcomer mainly on survival than development (Brannon *et al*, 2009).

Induction includes all the activities that train and support participants and it acculturates them to the mission and philosophy of their school and district. And the good news is that the people inducted stay where they feel successful, supported, and part of a team working toward the achievement of common goals. Although induction programmes differ in different places, but at least certain characteristics are shared in different context. They help develop principals' sensitivity to and understanding of the community, as well as their passion for lifelong learning and professional growth. Successful programs also promote unity and teamwork among the entire learning community (Wong, 2002:53).

Mentoring as a form of support has become increasingly important as a mode of leadership development in many countries including Australia, England and Wales, Singapore, and the USA. Hobson (2003:1) states that mentoring is "generally used to refer to a process whereby a more experienced individual seeks to assist someone less experienced". In simple terms, it is help for newcomers from veterans. Mentoring is often highly successful in promoting the development of practicing and aspiring leaders. Pocklington and Weindling (1996:189) on another note, explore the use of mentoring as a leadership development strategy. They argue that 'mentoring offers a way of speeding up the process of transition' for new heads, and

claim that it is a powerful strategy. The whole aim of the process is bring together experienced, competent administrators with beginning colleagues as a way to help them with the transition to the world of school administration.

The idea of mentoring supports lifelong learning; it means that the process of mentoring has a part to play in developing schools as learning organizations. Southworth (1995:8), states that "mentoring may become, for some, a relatively pragmatic process where newcomers seek tips and advice in order to survive the early phase of becoming a head". Mentoring relationships serves to reduce the distance between a learner's independent problem-solving performance and his/her potential development level achieved through problem solving with guidance from an expert (Davis *et al* 2005:10).

2.5.2 Networking

Literature in professional development encourage that network opportunities for principals should be provided to exchange ideas and solve common problems using collaborative approaches between districts and institutions of higher education. It is argued that these approaches in professional development are critical to increase the capacity for leaders of schools under the pressure of accountability systems to create the conditions for change that are designed to increase student achievement. Supovit *et al* (2010:37) highlight the new ways in which principals and teachers provide and seek assistance from each other through social networks. Also, Veugelers (2005:287) underscore the importance of networks that they claim aims to build the capacity of the school for educational change. In this manner, principals can be seen as an expression of giving voice to teachers, empowering them and letting them learn in social context. Both principal leadership and peer influence are theorized to influence teachers' instructional practice, which is conceived to be directly related to student learning outcomes, (Supovit *et al*, 2010:38).

In the recent years, networks of schools have been prevalent and it has been viewed as important means for educational change. The rise of networks is seen as an expression of giving voice to individuals and letting them learn in a social context. The pioneers of network theory (Castells, 1996; Wenger, 1998 and Wellman, 1999) argue that it is a community that people create themselves whereby they discuss their practices, share experiences, but also

that they could make different choices and that practices could be different. Veugelers (2005:286) further elaborates that, teachers and principals found in this networks could have a voice, in which their tacit knowledge could be valued and in which they felt empowered even if they realized that change was not easy.

Network theory is presented as a conceptual tool for helping principals to analyze their own practices. What is central from network learning is learning from each other. In this regard, principals from different schools become partners in a joint exploration of experiences, support of each other and new possibilities. Together they strive to develop a culture of change and make structures that support this culture (Hargreaves cited in Veugelers (2005:287). On another note, Wenger (1998) warns that network organizations should be fluid and avoid formal structures that give the suggestion of sustaining a well-organized network, but reduce the culture of change of the network and the empowerment of the participants. The essential of networks is the balance between the formal and the informal: in methods, in talk, in meeting, and in leadership all participants must develop a feeling of ownership.

2.5.3 Coaching

Coaching is facilitating, so that people can learn best when they take ownership of a given situation and take personal responsibility for the outcome. The purpose of this approach is to make sure that the person being coached has a personal experience and the learning is retained (Blackhood, 2009). In addition, Rogers (2006:37) views peer support as a forum that improves teamwork, self-esteem, reduce unnecessary competition and provides a forum for analysis and solution of problems as well as directly improving skills in areas such as curriculum planning, and behavior management.

2.5.4 Cohort Groups

Proponents of cohort grouping strategies maintain that adult learning is best accomplished when it is part of a social cohesive activity structure that emphasizes shared authority for learning, opportunities for collaboration, and teamwork practice – oriented situations (Barnett, Basom, Yerkes and Norris, 2000). The positive effects of cohort structured learning experiences include enhanced feelings of group affiliation and acceptance, social and

emotional support, motivation, persistence, group learning and mutual assistance (Davis *et al* 2005:10). In this manner, it is clear that cohorts can help learners build group and individual knowledge, think creatively and restructure problems from multiple perspectives.

2.6. District's Role in Schools

Fink and Resnick (2001) suggests that school districts should play a vital role in developing school principals into instructional leaders, who could achieve a large-scale turnaround in learner's achievements. As schools and districts need many leaders, school districts should provide long-term professional development designed to assist principals facing the complexities of their school environments and the resulting attention placed on them to improve student achievement Houle (2006:146).

In general, the district office plays a critical role in providing the pressure and support necessary to initiate and sustain ambitious improvement efforts. Sparks (2002:46) underlines the role of the district by saying "districts establish standards and monitor progress, they also "build capacity" by developing leadership in schools and the district office, by providing resource to schools for professional learning and sometimes by being a provider of professional development, and by offering technical assistance to schools". Much call for educational reform has focused on changing the principal through professional development and to change the settings in line with reform. Langer (2000:435) found that effective districts have coordinated efforts to improve students' learning, fostered teacher participation in a variety of formal and informal professional communities. A study done in New York by Elmore (2000) found that good ideas are generated when talented people come together in an environment of collegiality and respect.

Fullan (2001:175-176) underscores an important point regarding the leadership of staff development by saying that in the district, professional development is a management strategy rather than a specialized administrative function. He says that "professional development is what... [administrators'] do when they are doing their jobs, not a specialized function that some people in the organization do and others do not...anyone with line administrative responsibility in the organization has responsibility for professional development as a central part of his/ her job description".

According to Sparks (2002:48), many school systems sponsor induction programmes for beginning principals that include mentoring, workshops, and other learning experiences that ease these new administrators into their new positions. Such programs provide valuable emotional support, assist principals in using or developing management skills expand principals' repertoire of methods for successfully engaging an increasingly diverse teacher —student population and teach them [principals] how to use existing sources of information to better understanding their immediate environment, Wasley (1999).

In addition, district office plays a significant professional development when they help schools select comprehensive reform models. Slavin (2001) recommends that districts help schools choose the program that is right for them, support high quality implementation, begin by phasing in new models in a few enthusiastic schools, and make it clear that professional development is "Job One". Another important factor is that supervisors must be models of continuous professional learning and district offices themselves must be learning communities which advance the knowledge and skills of school administrators and curriculum specialist (DuFour, 2000). In this manner, it will make the supervisors to make the development of the school personnel a priority.

However, in regards to professional development it is highly evident that the development of principals has been given low priority by school systems than teacher development. This has often turned principals into passive recipients of information rather than active participants in solving important educational problems (Glickman, 2002:95). As a result Rosenholtz (1989:189) warns that "if districts take no responsibility for the in-service needs of principals, of course, principals will become less able to help their colleagues, less effective problem solvers, more reluctant to refer school problems to the central office for outside assistance, more threatened by their lack of technical knowledge, and, most essential, of substantially less help to teachers". Barth (1993:20) believes that schools provide the most powerful context for the continuing education of principals. "Schools are full of thoughtful people" he contends, "who are wrestling with significant problems...we can turn these problems into opportunities for sharing craft knowledge and for invention". This would mean that the interconnectedness of all parts of the educational enterprise means classrooms; schools and the school district are tied together in a web of relationships where decisions and actions in any particular part affect other parts and the systems as a whole.

Conversely, some scholars such as (Darling-Hammond and McLaughlin, 1995 and McKinsey and Co, 2007) believe that given the complexity of principals' work, short workshops have little effect on teaching and learning. And indeed, recent research identifies program length as one key predictor of teacher learning in professional settings. While Adler (cited in Schwille and Dembele, 2007:106), advocates for a situated perspective, where professional development occurs through a participatory process that relies on and increase skills and knowledge within a given context. The continual deepening of knowledge and skills is an integral part of any profession, Garet *et al* (2001) maintains that as a result principals should strengthen their role in the building of shared vision and goals, teamwork with teachers, and cooperation with parents.

2.7. Conceptual Framework

The main research question of the study was to investigate how newly appointed headteachers lead and manage high schools in Swaziland with such enormous challenges that they face as beginning headteachers, what support systems and strategies put in place that made them effective and efficient educational leaders and managers and what were the values that underpinned an effective leader and manager- current practice.

This research study was based on the conceptual conviction that high quality of professional development is a central component for school improvement. This was achieved by acknowledging first that school heads are the key ingredient for success in school; therefore, their selection and appointment in their new post should be accompanied by provision of necessary training and support. As literature has pointed out that in Sub-Saharan Africa, most principals' training, induction and in-service are ill-suited to the development of effective and efficient school leaders and managers- neither any of educational systems give attention to either formal training or induction of beginning school principals (Bush and Oduro, 2006:363).

Therefore, professional development for school leaders suggests ways in which principals can take an active role in the shift by being trained in ways that include instructional leadership, and efforts to strengthen principals' understanding of how to implement standards, monitor school performance and strengthen quality professional development for staff (Houle, 2006:146).

The conceptual framework of this research study was developed in line with Situated Learning Theory and Social Capital Network Theory. The Situated Learning Theory is advocated by Lave and Wanger (in Anderson *et al*, 1996) where the theory explores the situated character of human understanding and communication. It focuses its theorization between learning and the social situations in which it occurs. It implies a highly interactive and productive role for the skills that are acquired through the learning process. Situated

Learning Theory emphasis the idea that much of what is learned is specific to the situation in which it is learned (Greeno, Smith and Moore, 1992). The central concept behind this theory is that it denotes the particular mode of engagement of learner who participates in the actual practice of an expert, but only to a limited degree or responsibility (Lave and Wanger, 1991).

The situated learning theory squares with the literature reviewed above in which Adler (in Schwille and Dembele, 2007:106) advocates for professional development that occurs through a participation process that relies on and increase skills and knowledge within a given context. This is a way of reconciling individual and organizational development priorities while ensuring that everyone is touched by the professional development activities because it parades daily practice. The challenge of taking on new responsibilities requires that the principal should develop skills adequate to certain kinds of performance as a key to sustain school improvement. As school heads are committed to improve standards in their schools and it matters to the MoET who leads the school, therefore, through situated learning theory principals would be committed to the new practices after they have been demonstrated by other successive principals in their schools.

As educational reform literature demands that principals become responsive to the external change and maintain commitment to the changing context in which learning takes place [schools]; therefore, Social Capital Network Theory became handy in professional development. Putnam (1995:664) defines social capital as "the feature of social life-network, norms, and trust that enables participants to act together more effectively to pursue shared objectives". It is argued that to possess social capital, a person must be related to others, and it is those others, not himself, who are the actual source of his/ her advantage (Coleman, 1990; Portes, 1998; Putnam, 1993; Bourdieu, 1980).

Social capital as a concept is rooted in the social networks and social relations.

> The notion of social capital contains resources embedded in social structures, accessibility to such social resources by individuals; and used or mobilization of such social resources by individual in purposive action. The theory proposes that access to and use of social resources is partly determined by positions in the hierarchical structure and by the use of weaker ties (Lin, 1999:35).

This concept would provide for principals the potential for networking that could be sustained beyond the life of the course. It is a clear indication that developing effective networks for beginning principals may reduce their isolation in their leadership position, given that it is one of problems faced by newly appointees. This concept would play a significant role during preparation and induction to ensure that school heads are equipped with the requisite skills, attitudes, knowledge and motivation to lead and manage their schools effectively as demanded by educational change. The novice appointees would experience a smooth transition by thorough involvement with veteran principals from other schools with high leadership and management skills.

The advantage of both theories is that it shifts the emphasis from formal professional development, that is, thinking away from individual and courses to systemic, complex understanding of the way in which learning is created and shared, but rather to specific, concrete, and practical ideas that directly relate to the day-to-day operation and they would display their skills in complex, social environments.

The conception of professional development was important for the investigation to understand the connection between the activities of principal's training as it was part of professional development initiatives. That is why the researcher examined the challenges experienced by the newly appointed heads and how professional development and school systems assisted to adapt in order for the heads to be effective leaders.

2.8 Conclusion

In conclusion, this chapter looked at the current debates on professional development and the significance of empowering school leaders in order to understand their new role and take charge of a learning organization. In this light, literature in professional development viewed principals as part of the key factor in ensuring that reforms at any level are effective and successful. Given that professional development is the cornerstone of good teaching and

learning practices, and if practiced well may have a positive impact to learner outcomes. This, therefore, emphasizes the worthiness of professional development as a prerequisite for the improvement of the school as an organization.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter identified and mapped out the processes involved in research investigation. The main question was: what research approach is this study going to undertake? The argument in this section is that qualitative case-study approach is appropriate because it seeks deeper understanding of people's lives, lived experiences, behaviour, emotions and feelings. And in this case, it is the understanding the 'lived experiences' of new school heads as transformative leaders from being teachers to leadership position with regards to professional development. This section gave explanations on methodological issues such as research approach and procedures; research instruments; sampling; data analysis, and described how these were applied in the study. The chapter also examined issues of reliability and validity, ethical considerations, and contains a conclusion.

3.1. Research Approach

The research design refers to "an overall plan for obtaining answers to the question being studied, and for handling some of the difficulties encountered during the research process", Polit *et al* (2004:175). Research design is divided into various types namely: experimental, historical, descriptive, qualitative and quantitative design.

This research is a qualitative case study. According to Strauss and Corbin (1998:10) qualitative research can be defined as "any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can be research about "persons' lives, lived experiences, behaviours, emotions and feelings..." (See also Hoepfl, 1999). This research study aimed to understand the 'lived experiences' of school leaders in leading and managing four high schools in two districts of Swaziland which was Hhohho and Manzini. Because of the nature of the research question and study, a qualitative research

method appeared more appropriate. The research questions are focused on the 'what', 'how' and 'why' questions. Such questions can be best answered by a qualitative method (Neuman, 1997:20). The primary purpose of a qualitative research was to achieve an in-depth understanding of social practice, by "analyzing the contexts of the participants and by narrating participants' meaning of these situations and events", according to McMillan and Schumacher, (2006:315).

3.2 A Case Study

A case study, according to McMillan and Schumacher (2006:316) is concerned with the selection of case(s) with the purpose of understanding the phenomenon at hand in-depth, "the number of sites of participants" is not a determining factor. Sanders (1981) cited in Merriam (2001:33) writes, "case studies help us to understand processes of events, projects and programs and to discover context characteristics that will shed light on an issue or object". Also, Yin (1997) emphasizes that case studies have detailed contextual analysis of a limited number of events or conditions and their relationships. In this view, case studies help in examining real-life situations and why certain phenomena occur in the way that they do using a small population scale. This research design was deemed suitable for the researcher because it was seeking to understand the challenges faced by newly appointed principals and in doing so it would shed some light on certain issues.

3.3 Sampling

Sampling refers to the process of selecting a small group, a sample, from a population with the intent that it is represented. The participants would be selected because they satisfy a particular purpose (Cohen and Manion, 2005:103). The purposeful sampling is based on the assumption that the researcher wants to discover, understand and gain insight and therefore should select a sample from which the most can be learned (Merriam, 2001:198).

The researcher chose to interview newly appointed high school headteachers from two different districts that have 3-5 years experience as heads. The reason behind choosing high school headteachers was that there are more hierarchical structured as compared to primary schools. The research included females since women and men experience social system and bureaucratic structures differently. The assumption is that newly appointed school heads are

the most affected because they have limited or lack formal training. The researcher opted to use these principals to gain insight into the challenges they undergo once they are appointed. Also, the participants were of different gender so as to understand if gender had an effect as well. It was important for the study to establish the role that INSET and SWAPA played in inducting and in supporting the school heads while executing their duties in leading the schools and managing teaching and learning. Thus, these participants were chosen because they were likely to be knowledgeable and informative about the phenomena the researcher was investigating.

Target population is defined by Strauss and Corbin (1998:35) as "all the members of a real or hypothetical set of people, events or objects to which we wish to generalize the results of the research". However, it is important to indicate that this research was not interested in finding generalizations formed from the population used as in quantitative research but will focus on understanding why certain phenomenon happen the way they do from the results attained by using carefully target population. The issue behind this was "to cover the subjects of the study comprehensively" (Ruyter and Scholl, 1998:8). The target population in this study were six (6) participants among them were four (4) high school headteachers and two of the headteachers were females , an officer from In-service Education and Training (INSET) , and the chairperson of the Swaziland Principal's Association (SWAPA).

3.4 Data Collection Strategies

Data collection has been defined by Bell (1993) "as cross checking the existence of certain phenomena and the veracity of individual accounts by gathering data from the a number of informants and comparing and contrasting one account with the other in order to produce as full and balanced study as possible". Data collection is mainly concerned with 'who', 'what', 'how', 'when', 'where' of data. As such data collection techniques include: observation, questionnaires, interview and analysis of documents such as reports.

3.4.1 Extensive Literature Review

Extensive literature review was employed as an instrument in this research study. The reason behind that was to get secondary data which allowed refining of the conceptual framework and provided a critical look at existing research that was significant to the work that was

being carried out. Hattleman *et al* (2006:81) asserts that, secondary literature review is a summary of other related researchers' findings and may only provide a theoretical view, while, (McMillan and Schumacher 2006:77) claim that secondary literature enables a critical assessment of the stature of the knowledge. The reading of the secondary literature was essential because it provided an insight into how to construct the ideal interview instrument.

3.4.2 Document Analysis

Primary written textual documentary sources constituted a major part of the data collected in this research. The textual documents included the framework for the management and training of all headteachers in Swaziland and the seminar pack that was conducted in a workshop. Documents are 'social facts', in that they are produced, shared and used in socially organized ways —they construct particular kinds of representations using their own convections (Atkinson and Coffey 1997:354). As Bloomfield and Vurdabakis (cited in Merriam (2001:82) point out, "textual communicative practice are a vital way in which organizations constitutes 'reality' and the forms of knowledge appropriate to it". Thus, the official documents were used as a complementary strategy to get a broader perspective of the induction programmes that were conducted by the INSET unit as well as the kind of support they received from the principal's association. This type of research instrument describes people's experience, knowledge, actions and values and how various people define the organization. The advantage of this research instrument is that documents showed the official programme framework for the training of both primary and high school heads and the framework aim towards addressing the new and increasing demands that newcomers face in the year of entry to leadership roles.

3.4.3 Interviews

A research instrument refers to what the researcher is going to use to collect the data. An interview is a transitory relationship between an interviewer and an interviewee —transitory means the terms of its duration and the question and answer type of conversation exchange (Du Plooy, (2001). In simple terms, it is a face-to-face interpersonal role situation. In this study, in-depth interviews were conducted with officials within In-service Education and Training and with the vice-chairperson of the principal's association and newly appointed principals from four high schools. These interviews were conducted in order to obtain a

greater depth of their enormous challenges experienced after assuming the role of headship and how they execute their leadership and management skills in their new environment.

The type of interview adopted in this study was semi-structured interview which contained standard questions. The reason for employing the semi-structured interview was that the interviewer is free to deviate and ask follow-up questions based on the respondent's replies especially if the answer is unclear or incomplete (Leedy, 2001). The primary source of information came from data collected from four high schools and the secondary source of information was obtained from literature review. In this research study, multiple methods were used to collect data. This means that "multiple strategies are used to collect and corroborate the data obtained from any single data collection strategy" (McMillan and Schumacher, 2009:340). In this case, it was semi-structured interviews and document analysis, this was done in order to corroborate and support evidence from other sources.

Report summarizing field work from interviews was addressing the main research question and sub-questions of the study being:

a) What are the challenges facing novice high school head- teachers in Swaziland in leading and managing their schools?
b) What teaching requirements qualify an aspiring head of Swaziland?
c) What induction strategies that are provided to education leaders that will make them effective and efficient?
d) What support do they receive as newly appointees?
e) What are the values that underpin an effective leader and manager (current practice)?

Within the report and to draw conclusion about the interview the researcher relied on the principal's statements about their experience in their respective schools, professional activities that they engaged on, including the nature of their participation in the activity.

The advantage of semi-structured was that, among other things it was more flexible in terms of allowing the researcher an opportunity to probe and increase the response rates. It also, afforded the interviewer the opportunity to observe non-verbal behavior which a questionnaire can never do. The researcher administered the interview by visiting the schools and relevant offices. It was tape recorded to allow the researcher to keep contact with the

interviewee and also refer to the data at a later stage. The process was explained to participants in writing and again prior to commencing the interview to ensure that there was clear understanding between the interviewer and the interviewee of the terms of reference. The use of the tape recorder was also explained that it was used to save time in order not to miss some important points while trying to record the responses by hand. Assurances of confidentiality were reiterated and participants were informed that they could stop the interview at any time if they wished.

After collecting the data the researcher transcribed it to ensure that there was primary data. Using semi-structured interview allowed for the discovery of new aspects of the problem by investigating in details some explanations given by the respondents (Bless, cited in Punch, 2009:184).

3.5. Data Analysis

Bogdan and Biklen (cited in Hoelpfl 1997:8) define qualitative data analysis as "working with data, organizing it breaking it into manageable units, synthesizing it, searching for patterns, discovering what is to be learned and deciding what you will tell others". Neuman (1997:421) suggests that "a qualitative research analysis data has to be organized into categories on the bases of themes, concepts, or similar features". McMillan and Schumacher (2006:367) concur that, when analyzing data, it is important to organize data because it would be difficult to analyze it. Both authors underscore that the process of coding means giving a descriptive term for a subject matter such that any topic that comes up under that code is grouped together.

Categories, on the other hand, are formed from codes and involve organizing similar meanings of a topic together. A code may fall under different categories because they may be interpreted in different ways. Once different categories are formed, patterns will be identified through the obtained categories. Patterns seek to find a relationship among categories and are intended to organize data into related themes (McMillan and Schumacher, 2006:370). In this research, data collected was coded and categorized into relevant themes which were directly linked to the research questions and sub-questions. The themes were: challenges that are faced by the newly appointed principals; support system and strategies and what underpin their current practices.

Also document analysis was employed. Atkisons and Coffey (1997:348) assert that textual documents analyses are organized on the basis of the description of the general characteristics and relations of the phenomenon in question. They stress that textual documents are used to analyze evidence of every day organizational life and work. A school is believed to be a learning organization; this type of analysis was helpful in enabling me understand the everyday life and work experiences that exist in the schools.

3.6. Validity and Reliability

Reliability "is the extent to which a measurement yields the same answers however and whenever it is carried out, and validity on one hand, is the extent to which it gives the correct answers" (Kirk and Miller, 1986:19). According to Maxwell (1996:279), validity and reliability are important elements which every researcher should take into consideration; however, he warns that in qualitative research it is difficult to address a subject in its totality. Merriam (1998:205) agrees that "reliability is problematic in the social sciences because human behaviour is never static". This research study tried to narrow the validity and reliability gap by using 'triangulation' and in this case it was the use of head-teachers, INSET unit and SWAPA chairperson who were interviewed. This was because getting information from different sources allowed the researcher to establish to what extent the results correspond or differ and why. Therefore, triangulation was used, taking into account that it does not guarantee validity but it enhances it (Hoepfl, 1997:12).

The research was also cautious of what Maxwell (1996:293) refers to as 'generalization'; which is "the extent to which one can extend the account of a particular situation or population to the other person, time or settings than those directly studied" for this reason, it was crucial to highlight in the study that the findings were not applicable to every high school in the country.

3.7. Ethical Consideration

To ensure that the qualitative research was conducted in an ethical manner to collect data, the researcher sought permission from the MoET and the association in writing. Permission was obtained from the Principal Secretary of the MoET: Swaziland Government (see Annexes E) and participants themselves. The research proposal was sent to the Ethics Clearance Committee of the School of Education, University of the Witwatersrand and it was cleared.

All participants were informed of the nature and purpose of the study as well as be ensured of the confidentiality of their responses and the name of their schools. They were required to sign a consent form.

3.8 Conclusion

From the above discussion on research design and methodology the researcher opted for the qualitative case study because it was concerned with factors which exist in a given situation. Data from the literature review, interviews and documents have been used to reinforce key claims and contentions.

CHAPTER FOUR

CONTEXTUAL ISSUES

4.0 Introduction

The main aim was to elucidate issues involved in appointment of school heads by the Teacher's Service Commission: their job description and role expectation. The main question in this chapter was: what teaching requirements qualify an aspiring head of the school in Swaziland? The argument maintained was that changing circumstances require improved skills, knowledge and attitude to address the new roles that the school heads have to undertake in order to strengthen and create internal structures and conditions that promote teaching and learning in schools they lead. This chapter deals with issues such as how to become a headteacher in Swaziland, appointment of headteachers, background information of the four case-study schools and the biographical data on participants.

4.1 Becoming a Headteacher in Swaziland

New headteachers in Swaziland face challenges in leading and managing their schools as a result of lack of formal preparation. Weindling and Dimmock (2006:326) claim that beginning a headship or school principalship for the first time is an exciting, exhilarating, but complex and difficult experience. Swaziland, a former British protectorate, has an education system modeled along the English system. The first school in Swaziland was established in 1894 for whites only. Later schools for black learners were also introduced. Four teacher training colleges have been established since 1962 and all colleges offer programmes up to diploma level whilst, the University of Swaziland offers teacher training at degree level among other degrees. The Ministry of Education and Training (MoET) in Swaziland is committed to establish and maintain a system of education that addresses the problem of relevance, quality, equity and accessibility, (TSC report 2009).

According to the Teacher's Service Act of (1982), Swaziland's MoET has tasked the Teacher Service Commission (TSC) with the responsibility of employing teachers for schools,

lecturers for Training Colleges, Curriculum Designers at the National Curriculum Centre (NCC) taking into consideration the calibre, commitment and adherence to high moral standards within the profession (TSC report, 2009). The TSC is merely an arm of the MoET with defined area of operation, that is, recruitment, appointment, confirmation of appointments, promotion, and transfer of teachers and termination of appointments. Hence, TSC has to provide quality teachers for quality education.

In Swaziland there is no formal requirement for a headship qualification or national certificate in order for the aspiring candidate to apply for the job. After qualifying as a teacher, people are allocated schools by the Ministry of Education and Training (MoET). In some instances, School Manager (Grantee) may express individual preference for new recruits to the TSC in writing, but may not recruit (TSC ACT, 1982). This recommendation is only applicable to schools owned by churches (mission schools). It is believed by the Swazi Government through the ministry of education that education is the cornerstone of economic and social development of the country.

As explained before, deputy headteachers and headteachers are appointed without preparatory training, and their selection is usually based on a teachers' seniority in 'rank' and teaching experience. A vast majority of school administrators work hard and under demanding conditions (Guskey and Huberman, 1995; Bush and Oduro, 2003) and it is for these hardworking school leaders that promote the recognition of their work as professionals, but also because — as is the case for all professionals in any field — new opportunities for growth, exploration, learning, and development are always welcome.

4.1.1 Recruitment and Preparation of Principals in USA

To become a principal in the USA the programme use collaborative learning communities to prepare the leaders. This happens in the university through coursework and internship. During internship the leadership candidate is placed in a real administrative setting under the supervision of a practicing principal and a university faculty member. They do this so that they provide the aspiring principal with an understanding of the rhythm and pace of the administrator's day (Crow and Matthews, 1998; Jackson and Kelly, 2002). After the candidates have graduated they apply for headship. However, in a more complex society they engage districts, schools, as well as university to work together as agents in the process of learning the role (Norris *et al,* 2002).

4.2 Appointments of Headteachers

In Swaziland, the positions of headship and deputyship are advertised in the country's newspapers, *The Times of Swaziland* and *The Swazi Observer.* This is due to Legal Notice (126) of the National Policy on Education (1999). After the post has been advertised, those teachers who have applied to be school heads are then short-listed by professionals in the TSC. At this stage the TSC Secretary invites applicants for an interview. The commission interviews all candidates and makes their decision in the absence of the Secretary. The Secretary is then directed to appoint.

There are certain requirements though, which are requested by the TSC. To all candidates, an average of five (5) years experience as a teacher is necessary. In primary schools, teachers are expected at least to be a senior teacher for a period of five (5) years or be a deputy headteacher for minimum of two (2) years and must have obtained a Bachelor of Education (BEd.). In secondary (high) school, the applicants should have been a deputy head for a minimum of five (5) years and hold a Bachelor of Arts (B.A Humanities) and a Post-Graduate Certificate in Education (PGCE). These requirements would qualify any teacher who aspires to be a school head whether in primary school or high school in Swaziland.

Prior to 2005, at primary level the qualification required for teacher's to apply for deputyship were a diploma and an experience of plus five (5) years only. After 2005, the requirements to apply as a candidate changed to suit the aforementioned requirements. Maybe the change in teacher's requirements was propelled by the salary adjustments that took place in the country. However, literature in selection, induction and appointing new principals highlights that acquisition of a professional qualification in teaching is a necessary condition for ones' appointment to leadership position in primary and high school.

4.3 Job Description and Role Expectations for Headteachers in Swaziland

According to the School Guide Regulation Procedures (1978:11), the head of the school is ultimately responsible for all aspects of school life both administratively and professionally. A wide range of duties may be delegated to other staff members. However, the head of the school bears final responsibility for the way in which duties are carried out and thus must supervise the work of all those who have responsibilities delegated to them. Members of staff who have substantive positions of authority (e.g. Deputy Head, Senior Teacher, Head of

Department) must be provided with an official job description. It is the responsibility of the Head of the School to ensure that teachers holding positions of responsibility carry out all aspects of their work; as laid down, and ensure that the duties are carried out effectively.

The primary task of all school leaders in the country is to ensure that learners achieve best academic success for their students; this is the core business of all existing schools. Amongst other things headteachers are responsible for managing human, financial and physical resources. This includes making the school's strategic plan and monitoring it to see it is implemented. They must be able to demonstrate to the government's inspectorate, the Regional Education Office (REO) that the leadership of their school is effective and efficient. Also, they must be able to work hand-in-hand with the school committee. However this becomes a challenge for the expert heads to share school leadership with a non-expert body, but one which provides the principal with a means of consulting the views of a school's external stakeholders. Although it is not outlined above, as one of the expectations, but the school head is expected to be an instructional leader as one of the roles as well as a business executive in order to operate concurrently. This discrepancy may be due to the fact that the document was published more than thirty years ago and the leadership roles for principals were not as demanding as it is now.

4.4 The Background Information of the Four Schools

4.4.1 School A

School A was established in 2008 and it is situated in the southern part of the Hhohho district of Swaziland, approximately three kilometers from the centre of the capital city, Mbabane. Less than 500m from the school is an informal settlement with poor working class families, the school has been upgraded from a primary school. The school is under the missionary administration of the Methodist Church, which means that the school manager, Education Board and the school committee or school governing body (SGB in South African version) are in charge. The majority of learners in the school come from the informal settlement and from the outskirts of town. All the teachers commute as there is no accommodation in the school. The school began with 19 students and it now has a population of 122 learners. This comprises 62 boys and 60 girls and 6 teachers, including the headteacher. The school is single stream, that is, each form is has one class being form 1 not form1A or form 1 B up to form three with 60 learners in Form 1; 46 learners in Form 2 and 19 learners in Form 3. The

school believed in wholesome development of the child, that is, academic, social and otherwise.

4.4.2 School B

School B was established in 1986 and it is situated in the rural area of Manzini district, more or less 40 kilometers from the city centre. Most learners come from around the area and very few come from the city. Some teachers commute from town, but most of them are accommodated in the school. It is a community school, which means the school committee is in charge on behalf of the community. There are 330 learners, 176 boys, 154 girls and 26 excluding the head-teacher. The school is double stream that is Form 1A and B up to Form 5 with a teacher – student ratio of 1:33. This school exhibited a passion and a determination for innovation.

4.4.3 School C

School C was established in 1948 and it is situated in the semi- rural area of the Manzini district, approximately 18 kilometers from town. It is a national school and it was initially built to accommodate the princes and princesses of the late king, although now it is open to the nation. However, the king's office is in charge of all the national schools. The majority of learners come from the area although there are those who commute from town as it is not very far. The school has few houses to accommodate teachers as a result most teachers commute as well. There are 502 learners, 243 boys, 259 girls and 34 teachers including the principal. The school is double stream, that is, each form is has two classes being form 1 A and form 1 B, from Form 1 to 5 with a teacher-student ratio 1:50. The school expressed its vision through the school emblem "INEVITABLE VICTORY".

4.4.4 School D

School D is also situated in a semi-urban environment, a well-established neighbourhood of Manzini district more or less than 10 kilometers from town. The school is one of the oldest in the country, established in 1902 and it was the first national school. The MoET is in charge in the running of the school as compared to other public schools. Learners come from all over the country as the school has boarding facilities. There are teacher's houses, although it is not enough to accommodate all the teachers. There are 1400 learners and 71 teachers including

the principal. The school has eight streams in each form, that is, Form 1A –Form1H up to Form 5H with a teacher-student ratio of 1:35. The staff successfully realized its mission of preparing learners for university; more than 70% of its learners are accepted into university and colleges.

4.5 Biographical Data on Participants

Participant	Qualification	Age	Gender	Teaching experience	Years of service in the current post as principal
Respondent A	Degree	35-49	Female	29	3
Respondent B	Postgraduate	35-49	Male	13	5
Respondent C	Postgraduate	35-49	Male	19	3
Respondent D	Degree	50-64	Female	31	3
Respondent E	Degree	35-49	Male	20	INSET Official
Respondent F	Masters	50-64	Male	29	SWAPA Official

The table above illustrates the biographical information of the participants; their qualifications, experience in the teaching profession and in the current position. All respondents have been denoted respondent A-F respectively to make presentation and analysis easy and accurate. All respondents have taught for at least ten years, although respondent E is a not principal, but an INSET official. Also, the principals have been in the administration role between the period of three to five (3-5) years of service and the schools within which they work are quite different from one another. Two of the principals work in the national schools and the other two work in the community school and a mission school.

The significance of the background information (see 4.4 above) of the four high schools is that they present different setting and they are expected to serve government interest despite of their location. The schools consist of national schools, church owned and a community school, but one expectation from these schools is that continuous improvement has to prevail regardless of their locale. From the look of things, these schools have to work together with

the community which might be a challenge in the sense that, the community may be expecting a veteran principal and only to find that it is not the case. Also, three schools are not far from town and this might have an implication in controlling the enrolment of learners which may result in an influx of misbehaved learners. The above biographical data indicate that all the school heads have a long service as teachers but it is clear that this does not qualify them as effective principals. Their teaching experience does not make them better leaders.

4.6 Conclusion

This chapter discussed issues involved in when appointing school heads by the Teacher's Service Commission: their job description and role expectation. When one views the process of becoming a school principal, it is clear that the initial qualification and teaching experience that the aspiring school heads have does not contain all of the propositional knowledge that is needed to withstand the new roles that the school heads have to undertake. Then, one may ask, is headship taken for granted in Swaziland that's why they give low priority in preparing school heads? The biographical data (see Section 4.5) also points out that beginning principals are not learner drivers, but they are in the key years of 40-49 age group, from which new headship appointments are made and obviously have years of school experience to draw upon, often including that of being a successful deputy headteacher. It therefore reflects that becoming a principal involves assuming a key professional leadership role at a time of rapid social change and considerable uncertainty.

CHAPTER FIVE

CHALLENGES, SUPPORT SYSTEMS, STRATEGIES AND PRACTICES FOR NOVICE SCHOOL HEADS

5.0 Introduction

The aim of this chapter is to tackle the main research question and sub-questions of the study. The main question is: what are the challenges that are faced by newly appointed headteachers and the sub question being? What induction strategies that are provided to education leaders that will make them effective and efficient? What are the current practices in the schools that they lead? The argument here is that, high expectation posited on newcomers in the absence of initial preparation weighs heavily on them because only equipped principals can handle a complex and rapidly changing environment. This is based on the assumption that headteacher's preparation is a crucial aspect of school development and progression for successful growth, and that programmes of preparation should have positive outcomes for those who undertake them. Professionals involved in educational change or reform have argued that, "without competent headteachers schools may be ineffective and efforts at school improvement may be unlikely to succeed" (Crawford, 2005; Mortimore, 2001).

In view of that, the argument being pursued in this research study is that in many instances headteachers come to headship without having been prepared for the new role; as a result, they often have to rely on experience and common sense. While, high demands are being made upon leaders and managers, that acquiring expertise can no longer be left to common sense and character alone; management development support is needed (Bush and Oduro, 2006:363). The issues covered in this chapter were: challenges faced by newly appointed headteachers, professional development of newly appointees, support systems and strategies by INSET and SWAPA for novice school heads and practices that underpin appointees in their respective schools.

5.1 Challenges Faced by Newly Appointed Principals

It is ascertained that upon accepting the position of headteacher the individuals' professional identity begins to change, they are no longer what they were previously. They are now the headteachers and must come to terms with what this new position involves or entails. It was evident from this research study that becoming a head is a process which involves taking-hold of all the day- to- day affairs of the school, and letting-go of individualism. Much of this taking- hold and letting- go relates to personal as well as professional issues. It also involves taking on the 'cloak' of headship, accepting that one now has a different kind of authority, influence and responsibility and needs to come to terms with the new reality. All these facts invade on individual's sense of occupational self.

In responding to the main research question by identifying the challenges that they experience as novice head-teachers, the researcher established from the interviews that the new situation poses challenges such as strong feelings of loneliness, anxiety, frustration and self- doubt, as the head. This kind of challenge concurred with what Bush and Oduro (2006:363) highlighted. Three out of four respondents indicated that their main challenge was the feeling of loneliness and frustration because after the MoET appointed them there was no clear sense of direction of what to do as a new headteacher except being told the name of the school they were appointed to. For example, the participants described briefly their experiences:

> *Respondent A*... "when I first came here I did not know what to do, where to report and what was expected of me".
>
> *Respondent B*... "the expectation from all the stakeholders overwhelms you as they expect you to emulate a way of life that will guarantee the success of the school".
>
> *Respondent C*..."the anxiety of not being sure of what your subordinates expect because of the practice and style of your successor causes self-doubt somehow".

This was a clear indication that the newcomers experienced no guidance of what to do from the time they are appointed and this leads to the feeling of isolation and anxiety. Another challenge that the participants experienced was the increasing expectations that are being placed in beginning principals which involves the extent and intensity of the job.

The researcher discovered that the changing demands serve to decrease headteacher's sense of efficiency and heighten their feeling of isolation, insecurity and intensity, as it was noted

by Weindling and Dimmock (2006:330). It was revealed that school heads have concerns in the support they receive in their first year on the job. It was also established that, there is lack of immediate induction for the newcomers, the ministry hands over teachers to the Teachers Service Commission (TSC) to hire teachers and school heads only, then when it comes to the problems that are faced by the school heads, the ministry is not involved or rather take time to attend to the problems, then the headteachers become frustrated.

As it was mentioned earlier in literature that, induction strategies aims at training and supporting participants, and it initiates them to the task and way of life of their school and district. This would help the newcomers to adapt to their new environment gradually. For starters, it was revealed by respondent A that, "... in most instances, the TSC does not even know the school the head has been posted to, whether there are classrooms, teacher's accommodation, and a site to build the school or what-so-ever". This may be underpinned by the fact that teachers are hired by this commission which comprises of the civil society who have not been in the teaching fraternity and have no clue of where some of the schools are in country. Also, respondent B highlighted that, ".... the expectations are intensified by the expectations from the community at large, teachers and learners who expect guidance from them [school heads], hence; the job becomes lonelier than they anticipated".

Therefore, it happens that while the headteachers are in the office, they think of the burden they are carrying and at the same time, of the expectation from the stakeholders. This implies that the excessive workload and increasing responsibility and great expectations from various stakeholders lead to considerable stress.

The researcher established that the appointees also had a challenge in role-taking and role-making due to lack of or limited training in the role of leadership. It is noted even in literature by Mathew and Crow (2003:262) that, "headteacher's socialization process entails role-taking and role-making". In responding to the question: what attributes to the challenges that they [novice headteachers] face? The participants criticized the timing of the induction activities which comes late in their life of headship. Their past experiences as deputy -heads helped them to strike the balance because they had been exposed to the duties that were assigned to them by their previous heads. Consequently, whatever they knew depended on how much they have been exposed. This suggested that it would be an unfortunate situation if the newcomers served in a school whereby he/she was not exposed, then it meant that disaster awaits him/her as he /she has no idea except for the official books which may be he/she knew

them by names. For instance, respondent B was noted saying, "as appointees we are exposed to so many faults before we are actually inducted and that leaves us with no option, but to do the try- and-error method which leads nowhere as there is pressure from the community (teachers, learners and parents) you lead".

In this regard, it was evident that, becoming a headteacher is complex process of learning that requires being socialized into a new community of practice and a new role of identity in order to learn how to behave and how to get things done in a new organization. All respondents indicated that they were not prepared for the pace of the job, and the number of tasks that was part of the position. This is evident that lack of induction compromises role-taking and role-making in the school administration as it is mainly random and informal.

Indeed, headteachers have a huge task that needs to be completed and this task is required by the system, the school and expected by the parents, teachers, and students. In this study, some participants learned the tasks prior to assuming the headship as it was the case with one respondent and others learned on the job, to carry out those tasks. It was discovered that the respondents bounce 'things' off each other in order to ease the huge task off their shoulders as the job is quite stressful to all of them. For example, they expressed their concern in this manner:

> *Respondent A*: "... it was frustrating as there was no proper structure yet the ministry had announced that there will be a new school opening the following year, so the community was expecting some "miracle" from me".
> *Respondent B*: "...we all need a helping hand and this 'helping hand' is considered reciprocity of support as a way of acknowledging the individual and affirming the individual in light of our common needs and responsibilities".

This clearly indicates that there is lot of expectation from the community at large besides from the ministry itself. The school heads are also faced with a problem of leading teachers who have same qualifications as them since there is no formal training or certificate they obtain to make a distinction between the teacher and the headteacher. Most of the time teachers in schools argue that there is nothing that makes the headteacher different from them as they have the same qualification.

Another challenge that was established by the researcher was the issue of leadership succession. It has been a source of difficulty for many heads to adapt to their new settings and

effect changes on teachers as it is the question of legacy and sustainability which requires renegotiating relationships with the community of people regardless of the introduction from the MoET. Wenger (1998:149) offered a more sophisticated stage theory that provides insight into the transition process from one leader to another for both the leaders involved in the transition as well as the school affected. He explains:

> Developing a practice requires the formation of a community whose members can engage with one another and thus acknowledge each other as participants. As a consequence, practice entails the negotiation of ways of being a person in that context-the formation of a community of practice is also the negotiation of identities (Wenger, 1998:149).

The participants had different views on the issue of leadership succession. It was discovered that two respondent had no problem with the issues of succession as the school was new and this implied that the headteacher was the first one. Whilst the other respondent was an internal appointment after serving as deputy head in the school for the past eighteen (18) years, which suggest that the teachers she led knew exactly what was expected of them in terms of teaching and learning. Whatever she learned from her former head enabled her to shape other teachers because of her experience. Out of the four participants, two of them shared their experience in this manner:

> *Respondent B*: "...as the new head of the school I had specific agendas and that's what an administrator does and I desired to achieve those agendas or goal...but when I arrived there, I discovered that the shadow of the previous head hanged over my shoulders".
> *Respondent C*: "...the previous headteacher had lot of experience as he has retired...he had been here for a long time as he was a community member. I came in with little experience as a deputy ... and my arrival coincided with government's initiative changes of new curriculum, so by articulating firm expectations for staff performance and student's behaviour, and demonstrating by example of what I expected was not possible as the teachers and school committee would report every move I took to the former head".

All the respondents echoed awareness that, the chances of successful succession are most enhanced when they do not rest on the shoulders of one or two individuals but are invested in the hearts and minds of everyone in the school. It doesn't matter whether you are a new teacher or a new headteacher — when one walks in a new environment, it is exertion building a reputation and building trust that matters most. For the most part, it is evident that, over time as one becomes a full member of a community he /she grows and develops —and the

length of time to negotiate this 'trail' will depend on the person and the context as in education leadership succession appears to be more unanticipated.

While the newcomers were making transition to headship, it was significant that they received professional development as a form of support as in most instances, new heads experienced loss of friendship with teachers who were former peers as they were now "victims of constant barrage of negative comments, complaints and interactions" (Sackney *et al,* 2006:345). The participants were no exception to the loss of friendship as they are normally expected to "sink" or "swim" on their own. Three out of four participants agreed that they received negative comments from their former peers. In most instances, they experienced the feeling of being put in a 'slot' of being 'The Headteacher' by other teachers in the same school. It frustrates the newcomers as they find it hard to understand how they seem to lose the sense of identity. After, appointment, their colleagues and the community change perceptions towards them. Although, it was the different case with respondent C, he noticed that he was treated with a kind of new respect by the by his neighbours and others who knew him. Headteachers reported that they underestimated the levels of personal resilience needed for the job.

The dynamics of the changing roles of headship has become a huge problem in the sense that school heads are now required to be entrepreneurial, to be more focused on student outcomes and instructional process and to be more connected to the communities (Hargreaves, 2003). These circumstances have led the initial university training being brushed aside as irrelevant and not providing a stronger learning opportunity for aspiring principals to develop the context-specific knowledge, skills, and dispositions. This affirms that newcomers should keep the pace with the rate of change taking place in the job itself. While, the above requirements are appropriate and critical to enhance the school culture, they create a more complex job for the heads not only on the number of demands but also in conflicting and dynamic nature of the demands. Hargreaves (2003) consents that such dynamics result on division among staff, loss integrity, end of ingenuity and emotional strain. On another note, managerialism was viewed as a problem in their leadership roles. In many instances, the appointees felt overpowered by the paper work they had to do as part of office duties. It gave the impression that their work was never done; their daily life was unpredictable, characterized by high degree of fragmented and unplanned events.

In summation of these challenges experienced by the newcomers , it was affirmed that the feeling of anxiety and frustration was due to lack of initial preparation for the transition phase of becoming heads to help them assume leadership powers soon after their appointments as school heads. It was also apparent that, without necessary skills, all the heads were engulfed by the task. They were weighed down because at the forefront, headteachers are expected to be the visionary leaders of change as they "balance the unique needs of their school and local communities within very real situations of innovation, accountability, and stability" (Stevenson, 2006:418). This was no small task, and the resources to assist school heads in responding authentically and authoritatively to these demands and expectations were not easily found in one source at any given time.

5.2 Professional Development for Newly Appointed Headteachers

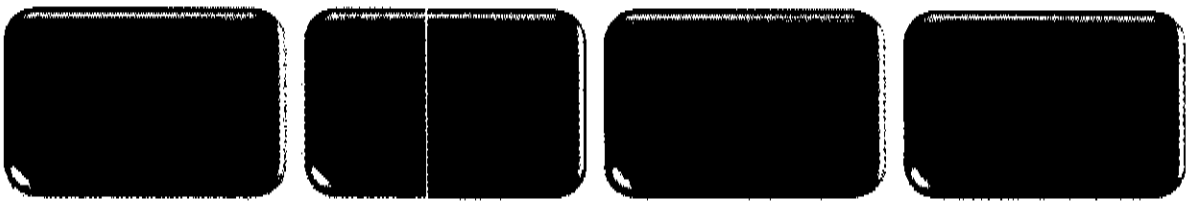
In this section, In-service Education and Training (INSET) is primarily assigned by the MoET to be responsible for induction and support for newly appointed heads on the national level whereas, the association for headteachers (SWAPA) is responsible for peer support to its colleagues in the regional level.

Headteachers face situations that have been increasing in complexity throughout the years. It was therefore, important for school heads to pursue further education in order to be successful in their places of work. It is noted by The National Association of Elementary School Principals in USA that, principals should set a model for the staff and students by having high educational attainment. They further assert that:

> Effective principal's skills and competencies include the knowledge of good instructional practices; the ability to motivate and guide teacher-leaders; expertise in communication, interpersonal relations, planning and implementation; and skills in the site-based management, in building partnership with parents in gathering data for decision making, and in developing a school climate and culture that are conducive to empowerment (cited in Smulyan, 2000:17).

The officer from INSET mentioned the programmes that were offered for induction as stipulated by the framework from the MoET. He revealed that the programme content incorporated personnel management, organizational development, financial / monetary management and assets and instructional leadership (POMI). The program contents are depicted in the *Figure 1*.

Programme Contents: ***Figure1***



Personal Management	Organizational Development	Monetary/ Financial Management	Instructional Leadership

Figure 1 illustrates how the programme contents are related to each other although they are not taught the way they are arranged. Given this disposition the programmes are offered as means to help headteachers and prospective heads to understand the components they study during headship. Although the particular circumstances in each school makes it unique, there are common patterns, knowledge of which can be used to improve the preparation and support for heads. The utility of components models is their transition into more relevant and sequenced preparation for the challenges heads will encounter in their schools as individuals.

In response to the question, what is perceived to be the role of INSET and SWAPA? It was discovered that the role of INSET is to train the newly appointed headteachers who have been indentified in each district. INSET conducts seminars as it is the office which deals with teacher support. The purpose is to directly support teachers and headteachers through the mutual sharing of common needs and concerns and to work on solutions together. The role is demonstrated by ongoing mentoring from the unit and in this regard trust is modeled and encouraged. Whereas the role of SWAPA is to try and reduce the stress levels of newcomers in leading and managing their schools and re-direct the problems to purposeful solutions. Peer support has been noted in literature as a forum for 'reducing isolation', enabling professional 'sharing and support' and gives an opportunity for direct problems-solving and solutions matched to individual needs, as well as a forum for on-going professional development (Rogers,2006:37).

The researcher further asked the participants how often they receive professional development as Sergiovanni (1991:240) argues that the "lack of social interaction deprives teachers and school leaders of opportunities to help and seek help from others – both essential

ingredients in most motivation to work models". As opportunities increase for professional development towards long-term, the idea of continuous learning has resulted to effective professional development which involves school leaders both as learners and as headteachers and interestingly has allowed them to struggle with the uncertainties that accompany each role. All participants concurred with each other on the number of occurrences. It was established that the INSET courses were programmed to take place once a year depending on the component they teach in that particular year. It also transpired that the professional development they offered was too much of a crash- course because they rushed, so that they covered a lot in a space of one week and in that way majority of the participants usually did not master the concepts. What became handy for the novice heads was the assistance they received from their association, SWAPA whereby they discussed pressing issues related to their day-to-day experiences. These kinds of meetings are held monthly, for example, one of the respondents was noted saying that "the monthly meetings have really helped me —their ideas and advice. I've also been able to reassess my current practice through peer support approach".

It was apparent that the number of programme occurrences was a huge predicament as literature insists that there should be continuing learning in order to acquire lifelong skills. In responding to the same question, respondent E (an official from INSET) explained that: "... becoming a school leader is an ongoing process of socialization; therefore, the workshops are determined by the resource from the MoET... He further indicated that the ministry is only able to host one residential seminar for a week, per year then there are follow up workshops that are centre-based as they have eight centers distributed in the four districts around the country.

On another note, respondent F (official from SWAPA) elucidated on how the association intervened when the appointees sought help, he was noted saying:

> ...our aim in supporting newcomers is always to encourage them not to think that they are 'alone' in their struggle...there are times when principals feel the need to 'offload', to share concerns, to seek reassurance, clarification. Obviously, as an individual, one need to speak up, invite and request support where it is felt it is needed...and at the end of the day it is the balance between providing support and encouraging professional responsibility.

From the above responses, it was clear that, orientation and induction programs, therefore, were tailored to specific needs as SWAPA intervened only to the needs of the novice headteachers as proposed by (Serviovanni, 1996; Lee, 1994; Chester, 1992). Then they would plan the meetings to provide information and assistance that responded to those needs. The meetings focused on the recognition of positive achievements and from these programmes the heads had a collegial base for professional development and growth. The programme has proved to provide support and guidance during the first years of headship. It was employed as a type of social support in learning how the headteachers can cope with the pressures of work. It was also not a once - off piece of advice, but an on-going supportive process based in mutual, professional trust.

The participants were asked, what aspects of professional development do they like the most and helps them to lead and manage the school? Three out four participants concurred that financial management and instructional leadership were the most helpful, mostly, because the financial aspect has landed most headteachers in trouble and the instructional leadership relates to the total school program; "the very heartbeat of the school", Dubin (1991:40). The researcher can safely say that the respondents pointed to the importance of a high level of technical skills, particularly in the handling of finances, as an element of the preparation of the headship and they expressed that before induction they had committed lot of mistakes. For instance, one respondent indicated that, had the course been delayed he could have landed in jail sooner than he anticipated. The other respondent could not be challenged by this aspect because she does not directly deal with money as she is afforded an accountant who is responsible with the school account.

In addition, the researcher wanted to know what aspect of professional development they think is inadequate and they would wish to improve? As several authors (Richardson and Prickett, 1994, Su *et al*, 2000) emphasize that professional development for principals should focus on more real-life examples and systematic planning —for these reasons, it is important for principals to participate in professional development activities, learning new skills and applying them to work situations. In responding to this question, the respondents expressed their concerns in this manner:

> *Respondent A*: "...there shouldn't be one seminar per year because at times you find that by the time it is scheduled –as a person, you have personal commitments and you can't attend, and then it means you have missed the module for the year".

Respondent B: "...I wish they could improve this programme in terms of awarding certificates, so that as the headteacher you are a step ahead as compared to your subordinates".

Respondent C: "... if they would include a module on information communication and technology (ICT) because if the head is not developed on that note he/she will not see the importance of introducing computer studies in the school and the school will lag behind all the time".

Respondent D: "... if INSET can revise the modules and try to bring it to the local context and also hire trainers from different context to enrich it- in this way most headteachers would have a better insight about what is going on in headship".

This implication highlights the need to emphasize on continuing professional development in order for heads to be successful in their place of work and to set a model for the staff and students by having high educational attainment.

When the participants were asked, what activities have you been engaged with in the past year(s) which demonstrate professional development? All respondents agreed that they have been engaged in financial management and instructional leadership only. This is because the induction programme takes a period of four (4) years to be completed. All the participants who attended the seminars viewed it as an eye opener since they were able to come and demonstrate what they had gained in their work place. It is believed to be advisable that as a school leader to share the knowledge with your subordinates is vital so that they understand the vision you have for the school and the direction you are driving them. This makes things easier for the head in achieving the school's goals. This is a clear indication that the school head understands the commitment and pressure they are exposed to and the enthusiasm and support for the total school program.

The researcher also wanted to find out if the qualifications they have (first degree) was enough to sustain their new administrative role? The participants had various responses which indicated that newly appointed headteachers needed both support and guidance throughout their initial years as they are qualified in different fields:

Respondent A: "... initially she qualified as a Home Economics teacher which did not entail any leadership and management skills and now she was expected to perform duties of headship".

Respondent B: "…. preparation should begin immediately after they have been appointed as deputy because once they are appointed they are administrators already in readiness for headship".
Respondent C: "…in other instances, circumstances forced them to act on behalf of the headteacher due to long illness or when sudden death occurs; hence, as the immediate administrator (deputy heads) has to keep the balls rolling".

It was established that as much as they do receive training in the university, it only focus in general management which is not enough to sustain the individual in real situation like a school. This clearly implies that it would be naïve to assume that headteachers can go through the initial training programme and perform well for the remainder of their career without immediate induction and continuous professional development.

All respondents expressed a sense of appreciation for the support they received from veteran headteachers and INSET as they had no idea with the inside job of being the school head as much as they had been in the administration before. For example, the intensity of the tasks almost shattered a participant's confidence as she felt like the skills she had were squashed by stress and self-doubt. However, what they learned was not nearly enough to prepare them for what they found in the principal's job. Like many novice headteachers, they received little formal induction to introduce them to the roles of headship. One of the most basic 'coping strategy' that they adopted was that of moaning about the problems and getting it out of their chest. This occurred whenever they shared talks in discussions and in teams during their gatherings and in this manner they were able to support each other. Peer support became a pragmatic process for them as they had to seek tips and advice in order to survive the early phase of becoming a head. This concurred with what De Grauwe (2004:11) asserts when he points out that, "peer support and supervision should be organized around networks of schools, where cluster of actors work together to strengthen school's capacities". It is apparent that heads make hundreds of decisions every day and this decision are made through certain lens, hence, without support from colleagues and INSET it would lead to nowhere.

5.3. Support Systems and Strategies for Newly Appointed principals

Peer support groups has been one form of transitional teaming that has been found to be particular supportive with varying needs and concerns in newcomers, such support is given without strings attached as Rogers (2006: 76) asserts. For the most part, the participants

articulated that they are engaged in a joint venture, a public commitment to increase their instructional and managerial expertise, peer accountability, a sense of safety and self-efficacy.

When the participants were asked: How do you think the kind of support you receive helps you to become a better leader and manager of schools? First of all the respondents explained the advantage of mentoring as a source of support. The INSET officer elaborated by elucidating that mentoring for new headteachers is centered on the fact that the process facilitates peer contact and support for the beginner. Then upon taking up the post of headship the newcomer is not left on his own devices but meets with more experienced peers. These contacts therefore help to overcome the feelings of isolation and loneliness associated with becoming headteacher. On that note, new heads feel that they are connected with at least one other person who understands the nature of the world in which they must work. This explanation implies that the most common experience generated by the groups was that its members found the peer support group enabling them to share new strategies and ideas. As a result peer groupings increased headteacher's sense of moral and professional support and promoted committed and caring relationship. It also empowered them through teamwork. It was established that being part of a team increases confidence, self esteem, risk-taking and experimentation.

Documents were collected from INSET, and this was done in order to get evidence of everyday day organizational life and work of INSET as it is noted in literature by Atkisons and Coffey (1997:348) and also as a support strategy for the new comers. These documents included the framework for the management and training of all headteachers in Swaziland and some documents of the workshop that was held on the 12-17 September 2010 at Thokoza Church Centre, Mbabane. The documents were studied to understand the ways in which training assist to develop and support the educational needs of the headteacher, as the main aim of INSET is to prepare headteacher's for their very important management duties. It is outlined in the document that the MoET will address the programme through a four year training programme which will be organized by INSET. The document further highlights that the programme will be based on the framework so that all school heads receive "training to improve their knowledge and skills – if schools are to run more efficiently, if teachers are to do their work more effectively, if children are to learn better, schools will need to be managed better", (Ministry of Education and Training – In-service Education and Training, 1992).

In the past years, scholars in educational leadership have supported the idea that headteachers should be instructional leaders so that they are able to maintain quality control of the instructional program and of student progress, and provide support by reducing class disruptions and by involving teachers, students and parents in the resolution of school problems, Dubin (1991:39). It was noted even in this research study that, induction programmes featured instructional activities as a form of support that focused on problems of practice and stimulated effective problem-solving and reflection. The INSET official stated that what they try to do is to enable reflection on principal's practice through project management which includes team planning. It is worth mentioning that a document which was collected had instructional leadership project for 2010. The main task of the project required the school heads to:

> Identify one amongst the instructional components that is posing a great challenge to learner performance in their institutions. With their team of professionals, they must seek better ways of dealing with it and its effective implementation. They had to report to INSET formally in writing.

The above task indicated that the assignment was directly part of their instructional leadership responsibilities as they possess esteemed qualities of being influential and infectious to the rest of the professional team they are manning. The researcher established in the documents collected from INSET that on the week-long workshop, headteacher's were trained on following sub-components: school development plan; time-tabling; managing teaching material; coordinating teaching and learning resources; staff- empowerment; conducting a workshop reinforcement; clinical supervision; monitoring teaching and learning, and teaching strategies. All these components were taught in order to assist headteachers to execute their roles as instructional leaders and managers. The nature of the assistance demonstrated that the training unit viewed instructional leadership as most important course because it aimed at addressing issues around the core business of schools which is teaching and learning. This implied that all plans put in place in a school are geared towards promoting this core business.

In as much as there are support programmes put in place, the participants further expressed their concerns that they would like to see improvement so that the programme of induction are more enhanced. Among other suggestions that they articulated were that, the ministry should develop modules that are informed by senior headteachers and make it more of

international standards. To some extent it was established that the people who conduct the programme have not been headteachers before, so they lack experience and the veteran principals would bring in the experience part of it to make it rich. The recruitment strategies should also be improved so that they hire senior principals who can be retained such that they do not look for greener pastures. The issue of curriculum was not spared as they believe that to learn well, students need access to high-quality instruction and a well-crafted curriculum, discipline procedures especially on teachers was also a concern.

On the other hand, it was interesting enough though to mention that the researcher also established some discrepancies from the workshop document course material as it was meant to empower headteachers on instructional leadership. One of the facilitators taught contents that were not in-line with the workshop. The course content that the facilitator taught consisted of coaching and mentoring and staff recruitment. The researcher found that it is irrelevant in the sense that mentoring and coaching are forms of support for newcomers and does not fall directly under instructional leadership. The researcher's argument on this issue was, it has been noted in literature that mentoring beginner teacher cannot be assigned to headteachers who are their immediate supervisors in the school because this might lead to conflict for the supervisor, and the beginner teacher might not "open up" for fear that she / he might be evaluated when asking questions. According to Jones and Walters (1994) cited in Southworth,(1995) the mentor should not be the new teacher's supervisor because supervisors cannot simultaneously act as supporters/ advisors to the beginner teacher and evaluates his/ her work. The headteacher might not qualify to be the mentor simply because he/she is not an expert in the learning area that the teacher specialized on. In Swaziland, this could only be assigned to HOD's in high schools and to senior teachers in primary schools.

On another note, the facilitator taught about staff-recruitment in instructional leadership workshop. As mentioned earlier that in Swaziland the recruitment of teachers is taken care by TSC-headteachers do not employ teachers but are supplied with teachers. This means that headteachers do not interview, short list and select teachers generally. Influence on the selection of candidates may happen in secondary and high schools where the school head might exercise minimum influence through specifying the subject-specialization of the new teacher. The opinion of the researcher was that, this does not support newly appointed heads on instructional leadership. However, as INSET is the training unit for headteachers, this type of document analysis was helpful to understand the work that exists in the institute.

It does seem clear from the research study that literature does not underrate support as an integrated feature in professional development. This was affirmed by the participants for the kind of support they received which met their moral and professional needs and their transitional and long-term coping. Through continuing education, headteachers are believed to influence the school's success by encouraging a climate of renewal and innovation. It has proven very useful because it offers objective advice, techniques and skills to the beginning headteachers. What was valued highly among the novice was the colleague support of being accepted of the 'mutual struggle' and 'common weaknesses' and being understood within that struggle. The ability to share needs and concerns, and the opportunity was acknowledged as both difficult and helpful. It can be noted also that colleague support can be both a 'coping mechanism' as well as an expression of affiliative bonding.

In this regard it was comprehensible that support plays a key part in the transition from the previous post to the new post of headship. Studies of mentoring on leadership do not only indicate that mentoring allow access to a colleague who is prepared to listen to the newcomer's concern, provide professional advice and reflective leadership, but also emotional support, Southworth (1995:6). What this implies is that peer support can become a vehicle for obtaining practical help whereas mentoring could be little more than a safety net for some under-prepared new school leaders as it is the case in Swaziland.

5.4 Practices that Underpin the Novice Heads in their School

Given this disposition of headteacher's in-service preparation, Sackney et al (2006:354) is noted saying that, principals need to ensure that the strategies, structures, processes, and systems are in place so that educators are touched with inspiration and mobilized to form relationships and thereby transform the school into a learning community. Within this perspective, the school head is one of many players affected by the interpersonal, political, and physical context within which she/he works. At the very least new headteachers are expected to have a clear understanding of their role, including how to exercise power appropriately, and how to maintain and /or establish professional relationship and to design processes and structures to facilitate goal achievement, Hewitson ((cited in Walker and Qian, 2006:299).

When the researcher asked the participants, how do they currently manage their schools and what are the values that underpin their work? All participants expressed different responses as they are faced by different circumstances:

> *Respondent A*: "... currently she is sharing the premises with the primary school headteacher as they do not have enough classrooms since the school is new, but otherwise she insists that classes are taught at all times, so that at the end of the year they are able to produce best result and put their school on the map".
>
> *Respondent B*: "...they formed structures that are informed by distributive leadership, that is to say, they employ the deputy head, HOD's and teachers in whatever decision that they undertake".

Respondent D revealed that her situation was different in the sense that she is leading a big school which involves not only teachers but also manages the ancillary staff which is a big number. As a result she was afforded two (2) deputies, one for professional development and the other for curriculum development and HOD's.

On the question of what values underpins their work, all participants agreed that good leadership and management skills involve two way 'street' of communication, dedication /commitment, empathy , success, motivation , professionalism and creativity. The school heads demonstrated these values in many different ways; for instance, one participant observed that Swaziland has high prevalence of HIV/AIDS and this has led to child headed-families. Therefore, empathy has to prevail because most learners are orphaned which expose them to adult responsibilities before time. Another participant was noted saying:

> Teachers need to be motivated in different ways in order to produce best results and it takes a lot to make them realize the importance of learners' achievements although they are teachers and they are here to teach. Hence, one value that underpins good management skills among leaders is to lead by example.

The view held is that the main goal for headteacher's professional development is to improve the quality of teaching and learning in schools. This also suggested that while the professional needs of the head are met through professional development activities there was also a benefit in that the school leaders who went through professional development improved their practices in their respective schools. This was testified by some of the headteachers in the research who noted that there was a considerable difference in the way that they led and managed before they attended principal's professional development activities and afterwards. When the participants were asked: Do you share any commitment

among yourselves as school heads in order to achieve 'systems improvement'? This was Respondent A's response: "...motivation that I receive from my peers has helped me a lot...I didn't realized that the level of communication requires me to be there for everyone not only for learners but for staff as well - you end up dealing with everyone's problems". This sentiment was also shared by Respondent C: "...yes, we do share whatever we know so that we assist each other especially the instructional aspect of it since the school is judged by its academic performance".

It was revealed that the participants share a lot as this is not one man's show, but support of colleagues can take a variety of forms including access to resources and other form of support that the colleague may need at that point in time. Definitely they try by all means to avoid criticism of any sort as a whole-the commitment is so much on guidance, improving performance, and enhancing professionalism and morale. This systems improvement can be easily reflected in the commitment they share among themselves as school heads and it emphasis in a climate of moral support.

On the basis of this study, it was established that school heads perceive their roles differently. When asked what is the understanding of your role as a headteacher in the school? Female heads perceived themselves as everything in the school but most importantly they viewed themselves as parents. For instance, respondent D commented by saying that: "I should be everything: a leader, a parent and a provider, learners should be accommodated at all times and conflict management is important as I have to make sure that teachers speak to each other all the time, therefore I regard myself as a parent". On the other hand, male heads believed that they are the models for the school. Respondent B had this to say: ...whatever that needs to be done I have to model it, be it teaching, marking, punctuality, dress code, meeting deadlines- I should be the first one to demonstrate it so that when I demand them [teachers] to do likewise they know what to do because they have seen it".

This implies that, school heads are adaptable and responsive to all circumstances in the school and they are able to provide leadership for the teachers and students and able to interact with the community that is outside the system.

The encounter that these school leaders have experienced in their term of office ranges from the least to the worst scenarios. Teachers' behaviour was the most prevalent encounter in all

the schools. Some teachers are not cooperative when it comes to classroom matters, that is, they do not carry out lesson preparation and they bring this behaviour to extra-curriculum activities. It was discovered that others displayed unprofessional behaviour where the teacher manipulated learners by "remote teaching", the practice of using the class prefect to read out a textbook while the teacher is elsewhere and also teacher's persistent absenteeism due to the need to make extra income because they believe that teachers pay is very poor. From all these instances, school heads maintained that whenever such behaviour was observed it left them with no options, but to take the teacher into task so that the credibility of the school is not compromised.

Another question that the researcher posed was: What are their expectations in terms of performance now that they have undergone training? In response to this question all participants responded in view of their long-term achievements, that is, what they believe they can achieve as they have been inducted in leadership and management skills. For example, one female participant wanted to emulate male counterparts as she believed that most school that do well in the country are led by males. Another participant visualized his school being placed in a reputable position in terms of learner's academic performance by introducing practical subjects such as information technology for learners so that they are exposed to the global trends as the world is changing. With regards to the training that this headteachers had undergone, it was evident that indeed schools are possible context where individuals can interact with other professionals and collaborate, reflect and share expertise, skills and knowledge.

These responses revealed that headteachers understood the climate of their schools and Leithwood, (2003:4) concurred with the findings by pointing out that "effective leaders enables the school to function as a professional learning community to support and sustain the performance of all key workers, including teachers as well as students". In this view, these participants have displayed the ability to influence teachers by involving them in decision-making and granting them professional autonomy; the ability to lead by standing behind teachers, offering material, instructional and emotional support, encouragement, and providing feedback and rewards (Rogers, 2006: 84). This in particular included monitoring depressing factors in the workplace and this kind of monitoring gave assurance to the rest of the staff that they were being listened to and whenever possible, reasonable and achievable action would be taken. After that the schools are assumed to benefit most of all from the positive effects of strong school leadership.

5.5 Conclusion

One may conclude in this chapter that surprise was the most common response, and negative surprise tends to outnumber positive surprises among the newcomers. For them the major transition occurred when they took on the new formal leadership role which required specific responses to that particular situation. It was established that these challenges gave them a fright. They quickly discovered that their job was one of multi-tasking. For the most part, it seems like all of them floundered as they attempted to fit in the multitude of demands with little or any support. Their network of relationships became handy to help them pass through this tough experience in their new environment, the school heads had to seek some intervening ways and means in order to settle. The purpose of this act was to share the burden they incurred upon accepting headship. To them peer support were means by which they could avoid being alone and discouraged and to promote a collaborative and reflective culture.

CHAPTER SIX

Conclusion and Recommendation

6.0 Introduction

The aim of this chapter is to provide a discussion around the findings of the research study carried out. By way of conclusion, this chapter draws together the work of the preceding chapters and indicated the relevance of the study, highlighted the gaps and uncertainties that required further attention and concluded with recommendations for future research.

6.1 Reflection on the Study

When I began this research study my aim was to address the main research question which is: what are the challenges facing novice high school headteachers in Swaziland in leading and managing their schools? This question intended to identify the obstacle faced by head teachers after going through the recruitment, selection and appointment process by the Ministry of Education and Training (MoET) in Swaziland, and how they adjust to those challenges. The research question evolved as a result of my own experience as a teacher and what I learned and observed as I pursued further studies in leadership and management. The proposition of the study relates to the area of professional development, especially the development of headteachers to engage more meaningfully in leading and managing their respective schools. This proposition requires commitment, creative thinking and allocation of resources by all the parties that are involved.

The study was premised largely on the claim that preparation for school leadership is a vital component for school improvement and development on educational leadership as a whole. This was based on the assumption that lack of mediated entry creates ineffective performance, stress and burnout, as beginning headteahers develop quick methods and unreflective practices. The nature of the roles that headteachers assume as they make the key transition from being a teacher has become more complex than when they qualify as teachers. From these new responsibilities that have been assumed by the newcomers, it becomes imperative, that school principals be afforded some professional development that is of "high quality" and that the contents of preparation must involve quality orientation and constitute

an effective change approaches that will withstand complexities and aim at continuous learning for future school heads. These changes toward greater complexity in educational work also evolved responding to new and expanding technology. Hence, the process of leadership learning must be regarded as continuous and progressive as this process begins with the leadership capacity.

In Chapter Two, I used the concept of professional development as means to understand how the various contexts contribute to school improvement research. Interestingly, I identified that professional development is extensive than career development in the sense that, professional development is about professional growth which cannot be realized without personal and social growth. The study showed that learning how to do a job does not occur in the vacuum of profession and/or an organization, but the societal context in which roles are enacted impacts the socialization process. Basically, in this study, SWAPA as well as the newcomers themselves have acknowledged how the complexities of these roles change impacts the socialization of this important group of school leaders. One of the things that this study was able to do was to reflect on the socialization that occurs during the teaching experience as part of the leadership development process, evident on the fact that principal's appointments are based on their teaching experiences, rather than higher qualifications.

In this study, it became clear that despite the amount of literature on professional development, comparatively limited organized research has overtly contrasted the effects of different forms of professional development internationally let alone in Swaziland. To address this research gap I employed Lave and Wanger's (1991) theory about Situated Learning in a community of practice and Putnam's (1995) theory of Social Capital Network as a model. I proposed these two models in order to intersect the theory and practical issues which better reflect this reality in relation to professional development. The study confirmed the researcher's conceptual framework as it was developed in line with these theories. The Situated Learning Theory advocates for a highly interactive and productive role for the skills that are acquired through the learning process. Situated Learning Theory emphasis the idea that much of what is learned is specific to the situation in which it is learned. Therefore, I realized that the findings were aligned with conceptual framework in the sense that it revealed that the principal's professional development occurred through participation process whereby the principal relied and gained skills and knowledge by partaking in the actual practice in the presence of an expert and in this case it was through the INSET and SWAPA

officials. The interactive process denoted a particular mode of engagement of the learner [principal] within a given context [school]. The situation from the findings indicated that the principals are being reconciled and developed to ensure that they were touched with activities that parade daily practices within a given context.

As such, the Social Capital Network Theory featured social-life network and trust that enabled participants to act together more effectively in order to pursue shared objectives. Based on this research study, it was evident that through social network the newly appointed headteachers were able to interact and share skills, knowledge, ideas and motivation to reduce the feeling loneliness, isolation and frustration and were later committed to the new practices that were demonstrated by other successive headteachers in the country. It can be concluded that after networking with veteran principals from other high schools there was "smooth" transition to the new post of headship.

This study made contributions, both empirical and theoretical, to the research as an element in education of larger reform. I employed the purposeful sampling to select participants from different high school in two regions of Swaziland. It included detailed description and analyses of the procedures surrounding data collection from participants. Essential to the study's data collection was to combine two research instruments. The relevance of this combined approach was to highlight the significance of professional development among school leaders. Thus, the research instrument sat comfortable between interviews and documentary analysis. The interviews provided considerably more insight than questionnaires would have done, as I felt that at times the interviews were only scratching the surface of the principal's experience in their demanding situations. I detected confusion, anger, boredom and frustrations among the participants I interviewed; maybe, because the data was based on headteacher self-report, where they were asked to give an account of their own experiences as newcomers in the role of leadership.

In this qualitative case study, analysis was grounded in empirical data because case studies are concerned with the tracking of issues and pursuing their pattern of complexity (Stake, 1995). Through this case study, it was possible for me to gain a degree of understanding of the burden they incurred upon accepting headship. There was also an illumination that the collective participation of groups of novice headteachers from the same context was related to active learning opportunities, which in turn was related to improvements in principal knowledge, skills and changes in leadership and management practices. The emergence of

these insights pointed out that the influence of individual's knowledge, skills and dispositions can affect different aspects of capacity in a positive or negative ways and at varying degrees, depending on the quality of their leadership.

This research study did address the main research questions, which was investigating the challenges faced by new principals. By so doing the study revealed that although some of the challenges are relevant to international contexts, the issued discussed focused on principals in Swaziland. It became more evident as I analyzed the data that the most challenging conditions facing new headteachers were solitude and isolation, high and intense expectations that the position holds, not enough school buildings or site, weak and incompetent staff, low motivation and poor public image of the schools. It appeared somewhat, that at the time when new headteachers were trying to forge a new professional identity, they were often preoccupied with such challenges.

I also indentified that, there was no apparent crisis of headteacher's supply in Swaziland as compared to Western countries such as USA and UK, although there was strong evidence of similar pressures and tensions confronting those who take on the role of leading schools. A great deal of evidence pointed therefore to the increasingly difficult nature of the role the public expect school heads to undertake. Although this may be experienced differently in different contexts, and pressures and tensions certainly manifested themselves differently, it was apparent that a number of common issues were combining to make the beginning headteacher's role an increasingly challenging one.

The understanding which is generated in this study is that, the conception or creation of INSET in Swaziland constituted an important part of the Swaziland government's commitment to address an urgent need for Swaziland's schools and also to raise standards within the administration. The findings added an insight that school heads in Swaziland lead and manage their schools in very difficult circumstances. This was not different from what the scholars of education leadership have argued about in regards to challenges that face newly appointed headteachers in most developing countries (Bush and Oduro, 2006; Walker and Qian, 2006).

On the basis of this research, some major factors have made headteachers succession increasingly problematic. It was noticed that to bring about sustainable improvement, school

heads needed sufficient time to negotiate or renegotiate an identity and acceptance within their school's community of practice. This helped them to create the trust of their staffs and gain insight into the cultures and political views of their schools. Hargreaves and Fink (2003) suggest that "succession plans should attend to the composition and development of the entire leadership team in a school to ensure that successful succession will be a shared, distributed responsibility". The result from the study proves that rapid leadership transitions limited leaders' abilities in their schools.

In this study, I indentified elements of 'culture shock' among the participants since nothing prepare them for the change in perceptions of others or the intensity of the job. The new-comers quickly discovered that their job was one of multi-tasking and therefore, the complex roles of leadership required high order intellectual skills. Given that teaching is a graduate level profession in most developed and developing countries, there was an obvious logic in regarding subsequent training for school leadership to prepare them to cope with the dynamic nature of workload.

It became apparent that the circumstances of the changed roles of headship have presented an additional pressure on schools. To date in Swaziland, there is an issue of HIV and AIDS pandemic which challenges school heads as well. For example, schools do not only have a major role in promoting AIDS education, but also to support children orphaned by this illness. Given this problem, there is often an increasing expectation that headteachers in schools will somehow fill the gap. Thus, the pressures are accompanied by an increasing expectation that schools will be able to offer a societal response to this issue. In turn, the spotlight is switched to those who lead schools, because the rising tide of expectations is placed on schools leaders. It was clear from the data that the pressures on principals are extensive.

As stated earlier in chapter, the study did not only address the main question, there were other aspects which had to be reflected on. In order to make sense of this plethora of challenges and expectations for the newcomers, I introduced the intersecting section in attempt to establish the support systems and strategies they receive to overcome the enormous challenges. Given what is known about the impact of headteacher's leadership in schools and its place in improving the learning and life of students, it was evident that the support groups [INSET

and SWAPA] understood the problems that headteacher's face after appointment. As a means to counteract the emerging challenges, they supported them professionally and psychological, and they turned headteachers towards improvement. In examining the nature of the support strategies in this unit and extent to which it addressed capacity, it was clear that the preparation had an influence on their acquired knowledge and skills. It helped them understand the main elements of school as a whole and how it could improve other aspects. It enhanced collaboration in both direct and indirect ways. Headteachers were committed to collaborative instructional planning for holistic school development, this is to say, the entire school worked together on common goals and programmes. This was indicated on the project that was assigned to the principals by INSET unit.

The research recognizes that the traditional models of professional development provided by INSET have become handy, thus far, in terms of support strategies. Nevertheless, some scholars such as (McKissey and Co, 2007; Darling-Hammond and McLaughlin, 1995) disagree with this kind of development because it is commonly associated with school-based development. They propose for a year long programme whereupon the participants would be nurtured and be taken step-by step through the year and beyond. In addition, it has been proven in Swaziland's context that the school-based development creates networking as new means of coordinating centers and/or cluster meetings for participants. Consequently, headteacher -to- headteacher and school-to-school networks provide "critical friends" to examine and reflect on opportunities to share experiences associated with efforts to develop new practices or structures. Somehow, INSET and SWAPA subscribed to the notion. For them, it proves that this kind of strategy [school-based] is a powerful learning tool because it engaged participants in collective work on authentic problems that emerged out of their school context. In the case of the new headteachers in Swaziland, the monthly support group meeting at the school-site meetings provided them with a sense of sanctuary as they discussed their concerns, challenges, and successes and received ongoing guidance and support.

Through the emergence of these insights, it is apparent that the novice principals are prepared at some point in their leadership career, but there are three concerns that makes the effort less effective or have minimal impact. Firstly, the timing of the induction programme, that is to say, it is not properly planned in sense that, it is not offered at the beginning of each year. Secondly, it is only offered once a year instead of being an on-going process since becoming a school leader is an on-going process of socialization. Thirdly, the trainers from INSET are not competent in the leadership field as they lack headship experience. I gathered from the

data that if only the trainers had been headteachers before, it would enrich the programme content because it would include experience as well. From the findings, it can be concluded that, support was provided although it was insufficient.

In order to explore the current practices that school heads engage in leading and managing their respective schools as newly appointed headteachers. I drew on the view of their individuality as principals and the uniqueness of their specific schools. The findings indicated that effective heads sustained high levels of capacity by establishing trust, creating structures that promoted learning that generated reforms internally. As a result the combined efforts of INSET, SWAPA and the novice heads fostered trust and maintained high levels of professional development throughout.

Finally, what I have learned during the study was that activities that constitute induction increased headteacher's knowledge and skills and reinforced shared commitment among these individuals. For this reason, the school heads were sensitized by INSET, that leading and managing the school was not merely about them, but rather it was about building the confidence of those who constitute the community so that it is easy for them to adapt. This was a large task for newly appointed heads, but they understood it. It became easier for them to undertake the quest of improving themselves as individuals before improving other members of the learning community. Hence, headteachers developed an adaptive confidence in themselves and other members of the professional community.

Another learning experience that I observed was that professional development improves more when participants are "hands-on" and is integrated into the daily life of that certain individual. Over and above, the professional development experience that these headteachers have undergone have fostered professional communication and have aligned with the expected standards, thus, their practice have changed. And the most tangible evidence of my learning experience is this research report which has made me realize that through extensive reading and personal sacrifices nothing is impossible.

6.2 Recommendations

The various issues discussed in the preceding chapters are reflected in the suggestions discussed below. Although this research report highlighted for new headteacher's challenges in Swaziland, the fact remains that there is still much to be learnt from other countries. Based

on this research, there was obviously a need for further research that would focus, for example, on how new headteachers progress through career stages and phases. Such research might valuably study comparisons between males and females heads, those in different school phases in regard to socialization and professional experiences, and route. It should always take cognizance of the constantly changing context of education and the effects this has on the role of headship. Hence, new concepts and ways of studying headteachers- new and experienced will, and should remain high on the agenda.

Training for newly appointed headteachers should have a personnel in the MoET to ensure that initiatives on continuous professional development (CPD) are not sidelined by other initiatives in the department that can be seen as of more significance and to make certain that there is enough budget to host seminars of support for headteachers in their leadership development. As one may assume that the low priority given to leadership development may be underpinned to two reasons:

a) Providing activities with various high quality features is challenging and requires a considerable amount of time and planning of which regional education office (REO) may not have.
b) Providing activities with these high quality features is costly.

It can be suggested also that if the MoET wants quality heads in the schools, it must ensure that continuous professional development, support, and retention are top priorities. Also, the officers that develop and implement new headteacher's induction programs should send a message to the heads that the district values them, wants them to excel, and hopes they will stay by the way they conduct the programme. If principals can participate in a preparation programme that is concept driven, cohort based and consisting of a year-long and carefully mentored field-based internship as suggested by different scholars in literature review, the heads would be more effective in leading and managing their schools than as it is at this point in time.

However, there is also a need for more innovative professional activities to be employed by the training unit. More approaches could be used to address and support school leaders and also incorporate the headteacher's association. Another suggestion could be that, INSET must be a private institution that trains and awards certificates so that when teachers apply for

headship they must have obtained an advanced qualification and that would make it a requirement.

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Appendices

1. Introduction letter to school principals and request for permission to conduct research study
2. Information sheets for the participants
3. Consent sheets for the participants
4. Consent letter from the Swazi Ministry of Education
5. Questionnaires and Probing Follow-up Interview Schedules

Appendix A

University of the Witwatersrand, Johannesburg

Wits School of Education, Parktown

Division of Education Leadership and Policy Studies

02 July 2010

The Executive Secretary

Teachers' Service Commission

P.O. Box 976

Mbabane

Dear sir/madam

Re- application for permission to conduct research study

My name is Ms. Badelisile Alexia Dlamini [student number 388744], a master's student in the division of Education leadership and Policy Studies of the University of the Witwatersrand. I wish to request your permission to use four high schools which are Zombodze High School, John Wesley High School, Swazi National High School, Malunge Community High School and the Regional Education Office to collect data on my proposed research study. The topic is "*leading and managing high schools in Swaziland: challenges, strategies and practices*".

The study will require that I conduct one-on one interviews with the head of schools, each interview will last for at least an hour. The key criterion for selection of the schools is that they are newly appointed head-teachers in the administrative issues. Data collection from the respondents will be treated confidentially and anonymously; no names will be mentioned in the research findings.

Thank you in advance.

Yours faithfully

Ms. Badelisile Alexia Dlamini.

Student's number 388744.

Appendix B

University of the Witwatersrand, Johannesburg

Wits School of Education, Parktown

Division of Education Leadership and Policy Studies

07 July 2010

PARTICIPANTS INFORMATION LEAFLET

Dear participant

My name is Ms. Badelisile Alexia Dlamini [student number 388744], a master's student in the division of Education Leadership and Policy Studies of the University of the Witwatersrand. The research topic is "*Leading and managing high schools in Swaziland: challenges, strategies and practices*".

This is an invitation to seek consent in collecting data for my proposed research study. The research will be conducted through the use of one-on-one interviews. Your participation in this study is **voluntary** and you can **decline to participate at any point of questioning.** Responses will take a maximum of 60 minutes of your time.

All information obtained during the course of this study will be treated strictly confidential. Data collected that will be reported in the research report will not include any information that identifies you as the participant.

Your participation to this proposed study will contribute to existing literature on school leadership and professional development in Swaziland. The research report will be made available for viewing at your request.

Thank you.

Yours faithfully

Ms. Badelisile Alexia Dlamini.

Student's number 388744

Cell number: 073 248 1070

Appendix C

CONSENT FORM

I, _____ (position) am aware of the aim and broad research questions of this research on, *"Leading and managing high schools in Swaziland: challenges, strategies and practices"* as well as of its data collection processes.

I give consent for my participation in the study. I understand that I have a right to withdraw at any time and my name will be kept anonymous.

Signed with your initials..... Date.....

Appendix D1:

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF EDUCATION

1. BIOGRAPHICAL DATA ON PRINCIPAL

A. Gender: | Male | | Female | |

B. Age group | 25-34 | | 35-49 | | 50-64 | |

C. Years of service as a teacher | |

D. Years of service as a principal of present school | |

E. Level of study | Certificate | | Diploma | | Degree | | Postgraduate | |

2. BACKGROUND INFORMATION ON THE SCHOOL

F. Student enrolment | |
Male | |
Female | |

G. Age range of students | |

H. Number of teachers at the school | |

Appendix D2

INTERVIEW SCHEDULES

PRINCIPAL'S INTERVIEW SCHEDULE

Research Topic:

"Leading and managing high schools in Swaziland: challenges, strategies and Practices".

GUIDE FOR THE SEMI-STRUCTURED INTERVIEW (PROBES)

The semi-structured interview will be structured as follows:

SECTION 1:

QUESTIONS ABOUT CHALLENGES FACING SCHOOL PRINCIPALS IN SWAZILAND HIGH SCHOOLS

1. What are the challenges that you face as a new school leader?
2. What do you attribute these challenges to?
3. How do you deal with these challenges?

SECTION 2:

QUESTIONS ABOUT PROFESSIONAL SUPPORT RECEIVED BY THE SCHOOL PRINCIPALS

4. How often do you receive professional development as a school leader?
5. Does professional development help enhance your competence as a school leader?
6. What is your perception of professional development in the school?
7. How does professional development help you to lead and manage the school/teaching and learning?
8. What aspects of professional development do you like the most?

9. What aspects of professional development do you think are inadequate?
10. What impact does professional development has on your leading and managing the school?
11. What activities have you engaged with in the past year(s) which demonstrate professional development?
12. Which aspect would you like to see improved in the professional development?
13. How often do you think professional development should be provided in order to for it to improve leading and managing?
14. How are your leadership skills sustained through professional development?
15. In your opinion, how does professional development relate to learner out-comes?
16. How do you ensure that the knowledge and skills you acquire from professional development benefits:

    your students ?

    your subordinates?

    the school ?
17. Do you think the qualification you have is enough to sustain you in the administrative role?
18. If, not how can professional development help in the improvement of your knowledge and skills?
19. What do think should be incorporated in the role of leadership development?
20. Who are other personnel responsible for professional development?
21. Do you share commitment among yourselves as principals in order to achieve 'systems' improvement?
22. How have these activities been helpful?

SECTION 3:

QUESTIONS ABOUT THE PRACTICES OF THE SCHOOL PRINCIPALS

23. How do you currently manage your school?
24. What are the values which underpin your work?
25. What are the professional competencies you consider to be important for running your school?
26. What is your understanding of your role as a principal at the school

27. What key experiences readily come to your mind concerning your leadership in your school?
28. What are you expectations in terms of your own performance?

Appendix D3

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF EDUCATION

INTERVIEW SCHEDULE FOR THE REGIONAL EDUCATION OFFICE

Research Topic:

"Leading and managing high schools in Swaziland: challenges, strategies and Practices".

GUIDE FOR THE SEMI-STRUCTURED INTERVIEW (PROBES)

The semi-structured interview will be structured as follows:

SECTION 1:

QUESTIONS ABOUT PROFESSIONAL DEVELOPMENT OF PRINCIPALS

1. What is the role of the in-service after the head-teacher has been appointed?
2. How is this role demonstrated?
3. How often do the newly appointed head-teachers receive professional development?
4. What aspects do the participants like the most?
5. How have these aspects been helpful to them?
6. Do you think the qualification they have is enough to sustain them in the new administrative role? If no, how can professional development help in the improvement of their knowledge and skills?
7. What support is put in place to enable principals' professional development in the school?
8. In your opinion, how do you think professional development helps principals to become better leaders and managers of schools?
9. What sort of improvement would you like to see being put in place to enhance the programme in schools as learning organizations?
10. In your opinion, how does professional development relate to learner out-come?

Appendix D4

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

WITS SCHOOL OF EDUCATION,

QUESTIONS FOR THE CHAIRPERSON OF THE ASSOCIATION.

1. What is the role of the head-teachers' association after the principal has been appointed?

2. How is this role demonstrated?

3. What kind of support is put in place for these novice principals?

4. How often do the newly appointed principals receive leadership development?

5. What aspects/activity do the participants like the most?

6. How have these aspects/ activities been helpful to them?

7. Do you think the qualification they have is enough to sustain them in their new administrative roles?

8. If not, what perspectives should be put in place to improve their knowledge and skills?

9. In your opinion, how do think professional development helps new head-teachers to become better leaders and managers of schools?

10. What sort of improvement would you like to implement, to enhance the programme in schools as learning organizations?

11. In your opinion, how often do you think professional development should be provided in the order for it to improve leading and managing of schools?