

An induction programme for the professional development of newly appointed deputy principals

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SUMMARY

An induction programme for the professional development of newly appointed deputy principals

Key words

Induction, induction programme, induction models, professional development, newly appointed deputy principals, problems experienced, skills needed.

Research problem

This study focused on the following research question: *What induction programme can be developed for the professional development of newly appointed deputy principals?*

Research aims

Arising from the research problem, the aims of the study were firstly to determine from the literature, the nature of professional development and induction (Chapter Two) and secondly to determine the problems experienced and skills needed by newly appointed deputy principals (Chapter Three). The third aim was to determine by means of a quantitative survey the extent of problems newly appointed deputy principals experience and critical skills they need to perform optimally (Chapter Four and Five). The final aim was to develop an induction programme for the professional development of newly appointed deputy principals. To achieve the research aims, a literature review and an empirical investigation were undertaken.

Research methodology

The empirical investigation entailed quantitative methodology in the form of a survey which was underpinned by the post positivist paradigm. The data collection instrument was a survey questionnaire which was developed based on the literature. The validity and reliability of the instrument was determined by using the applicable statistical techniques. The collected data was analysed by means of statistical techniques such as frequency analyses, Cohen's effect sizes and Pearson correlation coefficients. Descriptive statistics were used in the discussion of the results.

Development of an induction programme

The results of the literature review and the empirical investigation were taken into account for the development of the induction programme. The induction programme consists of two sub-programmes to address the problems experienced and the skills needed, separately. The induction programme for this study consists of three phases, namely, the pre-service, induction and continuing professional development phases. The pre-service phase entails

aspects of preparation and training which deputy principals are expected to acquire prior to appointment. The problems and skills are addressed during the induction phase while the continuing professional development phase entails remediation of problems and development of skills on an on-going basis. Each induction programme comprises of specific aims, actions steps to be taken to achieve the aims that are set and measures to evaluate progress.

Main findings

Findings regarding the expansion of theory

The theoretical model that emerged from the literature review reveals that the induction of newly appointed deputy principals is envisaged to follow three phases, namely, pre-service, induction and continuing professional development. The model forms the basis for the development of the induction programme for this study.

Findings regarding the improvement of induction practice

The deputy principals' questionnaire was developed as a data collection instrument and validated. This instrument can be used in future by researchers who are interested in the deputy principalship in a South African context.

The induction programme that is developed for this study will contribute to the improvement of the practice of induction, because it identifies problems that are experienced by newly appointed deputy principals and the skills they need, and suggests action steps to address these problems and develop the skills that are needed.

Recommendations

The pre-service training of deputy principals by means of a formal qualification or in-service training should cover areas of school management and leadership wherein deputy principals experience problems upon appointment. Such training should endeavour to develop the skills that are needed to address the problems.

Schools should formally appoint a mentor for the newly appointed deputy principal. In schools with two deputy principals, the senior deputy principal could be a mentor. In schools with only one deputy principal, the principal could be a mentor, with an experienced deputy principal in a nearby school.

The school principal or mentor should use evaluation results or performance feedback to identify areas in which the deputy principal needs help and this should be a sustainable and on-going activity.

The newly appointed deputy principal should, after the first year, evaluate the formal induction programme at the school, indicating strengths and shortcomings, in order to streamline and constantly improve the induction process.

OPSOMMING

'n induksieprogram vir die professionele ontwikkeling van nuut-aangestelde adjunk-hoofde

Sleutelterme

Induksie, induksieprogram, induksiemodelle, professionele ontwikkeling, nuut-aangestelde adjunk-hoofde, probleme ervaar, vaardighede benodig.

Navorsingsprobleem

Die studie het op die volgende navorsingsprobleem gefokus: *Watter induksieprogram kan ontwikkel word vir die professionele ontwikkeling van nuut-aangestelde adjunk-hoofde?*

Navorsingsdoelwitte

Die Doelwitte van die studie was eerstens om uit die beskikbare literatuur te bepaal wat die aard van professionele ontwikkeling en induksie is (Hoofstuk 2), en tweedens om te bepaal wat die probleme is wat nuut-aangestelde adjunk-hoofde ervaar en watter vaardighede hulle benodig (Hoofstuk 3). Die derde doelwit was om deur middel van 'n kwantitatiewe opname te bepaal tot watter mate die nuut-aangestelde adjunk-hoofde die geïdentifiseerde probleme ervaar, en watter vaardighede hulle nodig het om optimaal te funksioneer (Hoofstukke 4 en 5). Die uiteindelijke doelwit was om 'n induksieprogram te ontwikkel vir die professionele ontwikkeling van nuut-aangestelde adjunk-hoofde. Om hierdie navorsingsdoelwitte te bereik, is 'n literatuurstudie en 'n empiriese ondersoek geloods.

Navorsingsmetodologie

Die empiriese ondersoek het kwantitatiewe metodologie gebruik in die vorm van 'n opname, wat deur die post-positivistiese paradigma onderlê is. Die data-insamelingsinstrument was 'n vraelys ontwikkel na aanleiding van die literatuur. Die geldigheid en betroubaarheid van die instrument is bepaal deur die gebruik van toepaslike statistiese tegnieke. Die ingesamelde data is geanalyseer met behulp van statistiese tegnieke soos frekwensie-analise, Cohen se effekgroottes en Pearson korrelasiekoëffisiënte. Beskrywende statistiek is gebruik in die bespreking van die resultate.

Ontwikkeling van 'n induksieprogram

Die resultate van die literatuuroorsig en die empiriese ondersoek is in ag geneem tydens die ontwikkeling van die induksieprogram. Die induksieprogram bestaan uit twee sub-programme om sodoende die probleme wat ervaar word en die vaardighede wat nodig is apart aan te spreek. Die induksieprogram vir hierdie studie bestaan uit drie fases, naamlik die voor-indiensnemings-, induksie- en voortgesette professionele ontwikkelingsfases. Die voor-indiensnemingsfase behels aspekte van voorbereiding en opleiding wat adjunk-hoofde

behoort te ondergaan voor hulle aanstelling. Die probleme en vaardighede word tydens die induksiefase aangespreek, terwyl die voortgesette professionele ontwikkelingsfasie die regstelling (remediëring) van probleme en die ontwikkeling van vaardighede op 'n voortgesette basis insluit. Elke fase behels spesifieke doelwitte, optredes en stappe wat geneem moet word ten einde die doelwitte te bereik, asook maatstawwe om vordering te meet.

Hoofbevindinge

Bevindinge oor die verruiming van teorie

Die teoretiese model wat uit die literatuurstudie duidelik geword het, toon dat die induksie van nuut-aangestelde adjunk-hoofde drie fases behels, naamlik voor-indiensneming, induksie en voortgesette professionele ontwikkeling. Die model vorm die basis vir die ontwikkeling van die induksieprogram in hierdie studie.

Bevindinge aangaande die verbetering van induksiepraktyke

Die adjunk-hoofde-vraelys is ontwikkel en geldig verklaar as 'n data-insamelingsinstrument. Hierdie instrument kan in die toekoms deur navorsers wat belangstel in die adjunk-hoofdeskap binne die Suid-Afrikaanse konteks, gebruik word.

Die induksieprogram wat ontwikkel is vir hierdie studie sal bydra tot die verbetering van die praktyk van induksie, want dit identifiseer probleme wat nuut-aangestelde adjunk-hoofde ervaar tesame met die vaardighede wat hulle benodig, en stel stappe voor om hierdie probleme aan te spreek en om die vaardighede wat benodig word te ontwikkel.

Aanbevelings

Die voor-indiensnemingsopleiding van adjunk-hoofde deur middel van formele kwalifikasies of indiensopleiding moet onderwerpe soos skoolbestuur en leierskap insluit, aangesien adjunk-hoofde baie probleme ervaar hiermee na aanstelling. Sulke opleiding moet poog om die vaardighede wat nodig is om die probleem aan te spreek, te ontwikkel.

Skole moet formeel vir die nuut-aangestelde adjunk-hoof 'n mentor aanwys. In skole met twee adjunk-hoofde kan die senior adjunk-hoof die mentor wees. In skole met net een adjunk-hoof, kan die hoof 'n mentor wees saam met 'n ervare adjunk-hoof van 'n nabygeleë skool.

Die skoolhoof of mentor moet evaluasie-uitslae of prestasieterugvoer gebruik om die gebiede waarmee die adjunk-hoof hulp nodig het te identifiseer, en dit moet 'n onderhoubare en deurlopende aktiwiteit wees.

Die nuut-aangestelde adjunk-hoof moet, na die eerste jaar, die formele induksieprogram van die skool evalueer om die sterkpunte en swakpunte te identifiseer sodat die induksieproses konstant verbeter kan word.

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LIST OF ACRONYMS

ACE	Advanced Certificate in Education
ACE SML	Advanced Certificate in Education: School Management and Leadership
ANOVA	Analysis of variances
APO	Area Project Office
DOE	Department of Education
EAP	Employee Assistance Programme
ELRC	Education Labour Relations Council
EMGD	Education Management and Governance Development
IIPNDP	Integrated Induction Programme for New Deputy Principals
IPM	Induction Partnership Model
IQMS	Integrated Quality Management System
NCSL	National College of School Leadership
NWU	North-West University
PAM	Personnel Administrative Measures
PGP	Personal Growth Plan
RBGM	Regional Biennial General Meeting
RCL	Representative Council of Learners
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SAPA	South African Principals Association
SCS	Statistical Consultation Service
SGB	School Governing Body
SMART	Specific, Measurable, Attainable, Realistic and Time-bound
SMT	School Management Team

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

This chapter provides an overview of the study, which focuses on the problems that newly appointed deputy principals experience and the skills that they require in order to perform effectively. The discussion commences with the formulation of the research question and a presentation of the problem statement. Subsequent to that, the chapter states the purpose of the study and the research aims. The overview then continues with the methodology, which includes the literature review and empirical investigation. Thereafter, the division of chapters and the ethical aspects that guided this study receives attention. Lastly, the discussion closes by indicating the contribution of the study.

1.2 Problem Statement

1.2.1 Research Question

The question that this study sought to answer has been formulated as follows: What induction programme can be developed for the professional development of newly appointed deputy principals?

1.2.2 Rationale and Motivation

Many studies have been conducted on the professional development of the school principal and these studies focus on the role of the principal as the main source of leadership in South African schools (Basson, 1991; Botha, 1993; Eksteen, 1993; Erasmus, 1993; Giessing, 1987; Greyvenstein, 1989; Legotlo, 1994; Makhololo, 1989; Prinsloo, 1988). Conversely, the area of the professional development of deputy principals, especially newly appointed deputy principals, is an under-researched area, not only in South Africa, but globally (Bush, 2011). There is a subsequent need for further research on the topic. Research seems to have done little to expand the body of knowledge on the professional development of school leaders other than the principal, like the deputy principal. Globally, Cranston et al. (2004), Harris et al. (2003) and Trnavcevic and Vaupot (2009), found that research on school leadership focuses more on the role of the principal as compared to the role of the deputy principal. Notwithstanding this exaggerated focus on the school principal, deputy principals are expected to assume a more than significant leadership role in school operations and the well-being of the school as a whole (Kwan, 2009, p. 191). It is in this vein that a focus on their induction and professional development is necessary.

The absence of research-based professional training and leadership development for deputy principals is a major drawback in preparing them for principalship. What is more, deputy principals often have inadequate professional support in their position and role (Harris et al., 2003, p. 2-3). Newly appointed deputy principals therefore need induction as a form of professional development to help them survive the deputy principalship and to prepare them for the future role of principal.

The current professional development of deputy principals is limited given the fact that many deputy principals aspire to principalship, a role that embraces having vision, knowledge of curricula and instruction and the power to move others to commit to innovative solutions (Cranston et al., 2004, p. 228). The need for newly appointed deputy principals to receive professional support throughout the induction period is congruent with what Msila and Mtshali (2011, p. 1) note as the “need to have empowered school managers and leaders in order to have better schools”. Moreover, professional development of school leaders is a universal need in all schools, and it seems to be neglected (Boyle et al., 2005; Msila & Mtshali, 2011, p. 1; Rodrigues-Campos et al., 2005; Steyn, 2011; Vermiae, 2007), particularly for deputy principals.

The competence of deputy principals is of primary concern, not only because they are an important part of the school leadership team, but also because in many school systems, they are often appointed to the position of school principal later on (Kwan, 2009, p. 191). In similar vein, the assumption is that the position of deputy principal prepares these leaders for principalship. However, Harris et al. (2003) and Ribbins (1997) disagree with this notion, because they maintain that deputy principalship is not viewed as useful preparation for principalship in many countries throughout the world. Since the position of deputy principal may be considered as an assessment position for promotion to the principalship, on-the-job training is as important as off-the-job development programmes in nurturing future school leaders (Greenfield, 1985; Kwan, 2009; Marshall, 1992).

This study on an induction programme for the professional development of newly appointed deputy principals aims to narrow the gap that exists in the literature on the deputy principalship. Lashway (2003, p. 1) maintains that formal induction programmes are too few to have generated a significant body of empirical research, but there is a growing literature that articulates a rationale for such programmes. Well-designed induction programmes can also enhance the well-being of the school, the district and the entire Department of Education (Lashway, 2003, p. 3). In the light of the foregoing justification, the study sought to contribute to the gap in the literature on deputy principals by developing an induction programme for their professional development.

1.3 Research Aims

The purpose of this study is to develop an induction programme for the professional development of newly appointed deputy principals. In order to achieve the purpose of the study, the following aims have been set:

Research aim 1

To determine through a literature review the nature of professional development and induction.

Research aim 2

To determine through a literature review the problems experienced and skills needed by newly appointed deputy principals.

Research aim 3

- To determine empirically the extent of problems newly appointed deputy principals experience and the critical skills they need to perform optimally.
- To determine empirically the differences in the responses of newly appointed and experienced deputy principals with regard to the problems experienced and skills needed.
- To determine empirically the relationship between biographical variables and problems experienced and skills needed by deputy principals.
- To determine empirically the linear relationship between problems experienced and skills needed by deputy principals.

Research aim 4

To develop an induction programme for newly appointed deputy principals.

1.4 Research Methods

This section focuses on the literature review that was conducted to investigate the research topic and to provide a foundation for the empirical investigation that followed. These two aspects are described in the paragraphs that follow.

1.4.1 Literature review

The literature review was conducted using primary sources and databases such as ERIC, EBSCOhost, Google Scholar, ProQuest, SA e-Publications, NEXUS and SabinetOnline. The

literature search endeavoured to cover countries such as other African countries, England, the United States of America and Australia to relate findings on the professional development of deputy principals in these countries to the South African context. A number of keywords were used to search for relevant sources, for example: *professional development*, *deputy principal*, *assistant principal*, *vice-principal*, *induction* and *school leadership*. The review included journal articles, dissertations, theses and papers presented at peer-reviewed conferences.

1.4.2 Empirical investigation

The presentation of the empirical investigation part includes a description of the measuring instrument that was used to collect data from deputy principals, the study population and the statistical techniques that were used to analyse the data for this study. Each of these components of the empirical investigation process is described in the paragraphs that follow.

1.4.2.1 Measuring instrument

The questionnaire developed by Legotlo (1994) formed the basis of the measuring instrument that was used in this study. The questionnaire was revised in the light of the literature review to make it applicable to this study.

The questionnaire sought to determine the extent of the problems experienced and the skills needed by newly appointed deputy principals. The questionnaire was administered to deputy principals at secondary schools.

An exploratory study was conducted to determine the validity and reliability of the questionnaire. The reliability of the questionnaire was determined statistically by computing the Cronbach's alpha coefficient (see par 4.3.5).

1.4.2.2 Population

Deputy principals were randomly selected from secondary schools from the four districts of the North West Province to participate in the study. Questionnaires were sent to the Area Project Offices (APOs) to be completed by the deputy principals after the applicable protocol was followed. However, there was a poor return rate for the questionnaires. Out of a total of 400 questionnaires, the researcher received only 35 (8.75 %) back (see par 4.6). The researcher then decided to use a convenience study population of secondary school deputy principals who were attending union regional conferences. The percentage of questionnaires returned is illustrated in Table 4.4 (see par 4.6).

1.4.2.3 Statistical techniques

The following statistical techniques were used for the analysis of data:

- Descriptive statistics were used to calculate the means, standard deviations, frequencies and percentages of the responses to the questionnaire.
- A factor analysis was conducted to determine the validity of the questionnaire for deputy principals of secondary schools in the North West Province.
- Cronbach's alpha coefficients were calculated to determine the reliability of the questionnaire.
- Statistical significance (p -values) and effect sizes (d -values) were calculated to determine the differences in the responses of newly appointed and experienced deputy principals, and the differences between biographical variables and problems and skills.
- Pearson correlation coefficients were calculated to determine if a linear relationship exists between problems experienced and skills needed.

1.5 Chapter Division

Chapter 1	Overview of the study
Chapter 2	The nature of professional development and induction
Chapter 3	The problems that newly appointed deputy principals experience and the skills they need
Chapter 4	Research design and methodology
Chapter 5	Data analysis
Chapter 6	An induction programme for the professional development of newly appointed deputy principals
Chapter 7	Summary, findings and recommendations

1.6 Ethical Aspects

Permission to conduct the research was obtained from the Ethics Committee of the North-West University (see par 4.8). Permission was also obtained first from the North West Department of Education and later a teacher union to conduct research among delegates at

their regional conferences. The anonymity of the respondents was guaranteed. The participation of the respondents in the study was voluntary and the researcher complied with all requirements stated in the ethical clearance.

1.7 Contribution of the Study

This study endeavours to make two main contributions:

- The development of a measuring instrument to examine the induction of newly appointed deputy principals (Chapters 4 & 5).
- The development of an induction programme for the professional development of newly appointed deputy principals (Chapter 6).

1.8 Summary

This chapter introduced the problem that this study aims to address by arguing that there is a lacuna in the available literature on the induction and professional development of deputy principals and that this is an area that has been neglected in the literature. The chapter subsequently discussed the relevant methodology. The study was conducted based on a literature review and an empirical investigation. During the empirical investigation several statistical techniques were employed to analyse and interpret the data that had been collected. The data were used together with the literature to develop an induction programme for the professional development of newly appointed deputy principals. Chapter 2 examines the nature of professional development and induction.

CHAPTER 2

THE NATURE OF PROFESSIONAL DEVELOPMENT AND INDUCTION

2.1 Introduction

This chapter endeavours to achieve research aim one, namely to determine by means of a literature review, the nature of professional development and induction. The chapter starts off with a review of the available literature on the nature of professional development. This is followed by an examination of the concept of induction. The discussion subsequently clarifies the concept of induction and places it within the context of the induction of newly appointed deputy principals. As part of the investigation into induction, several models of induction are scrutinised and a synthesis of their essential properties is highlighted. The chapter concludes with a description of a suggested theoretical induction programme that ties in with the contribution of this study in chapter six.

2.2 The Nature of Professional Development

The point of departure in this section is the clarification of the concept of *professional development* by probing several definitions of the concept as found in the literature and offering a synthesis of the definitions of this concept. This is followed by a formulation of the researcher's own definition for the purpose of this study. Other aspects that are treated include the characteristics, goals and paradoxes of professional development, together with the need for professional development, aspects that may influence the implementation of professional development and leadership professional development. The section concludes with a synthesis of these aspects.

2.2.1 The concept of professional development

The literature on professional development shows that this concept has evolved over time. The concept is referred to with several different terms, from *in-service education*, *staff development*, *professional development* to the current *professional learning* (Bubb & Earley, 2007, p. 3; Joyce & Calhoun, 2010, p. 4; Steyn & van Niekerk, 2012, p. 45; Yendol-Hoppey & Dana, 2010, p. 5). While the current discourse in school leadership development tilts in favour of *professional learning*, the focus in this study is on *professional development* which includes *induction* as one of its three dimensions. The theme of this study therefore revolves around the development of an induction programme for the professional development of newly appointed deputy principals.

Professional development entails the acquisition of knowledge, skills, values and qualities that enable the recipients of such attributes to function optimally in the workplace. It seeks to empower professionals like deputy principals to improve their practice and in the process contribute to the growth and development of learners and the improvement of learning outcomes. The main focus of professional development in the context of this study is skills transfer with the hope of affecting a change in the performance in the newly appointed deputy principal who has to learn the ropes in his or her new job and has to survive the turbulent first year of the deputy principalship.

Professional development can be regarded as an on-going process and not a once-off event. Some authors such as Bolam (2002, p. 103) and Bubb and Earley (2007, p. 3) trace professional development from initial training through to induction, career development and eventually retirement; and others such as Wallace and Gravells (2007, p. 36) and emphasise the continuous nature of professional development. This continuous nature of professional development enables the newly appointed deputy principal to keep abreast of local, national and international developments in school leadership, and to improve their practice and contribute to the growth of their schools.

Current trends in professional development indicate that professional development no longer rely solely on traditional methods and approaches, but also on modern approaches that Huber and Hiltmann (2010, p. 67) identify as “professional learning communities, the portfolio approach and self-assessment or feedback tools”. The notion of professional learning communities suggests that the school as a workplace should be a learning organisation. The role of the deputy principal is to provide leadership for learning and this requires deputy principals who have been professionally developed.

The professional development of newly appointed deputy principals is necessary to equip them with knowledge, skills and values that will enable them to perform their duties effectively. Newly appointed deputy principals are often left to ‘sink or swim’ and consequently need professional support to navigate their first years in the deputy principalship and to last the distance. The definitions of professional development highlighted above can be woven into the definition of the concept for this study, which is as follows:

Professional development refers to an on-going process to acquire knowledge, skills and abilities that make deputy principals lifelong learners and that enable them to provide management and leadership that enables quality teaching and learning in order to improve learning outcomes.

A clarification of the concept of professional development necessitates a reflection on its characteristics. An understanding of these characteristics sheds light on how the professional development of newly appointed deputy principals should be undertaken and the form that it should take. The discussion that unfolds in the section that follows accentuates the characteristics of professional development and relates these characteristics to the professional development of newly appointed deputy principals.

2.2.2 The characteristics of professional development

The corpus on the characteristics of professional development comprising authors such as Yendol-Hoppey and Dana (2010) identifies the common characteristics of the phenomenon of professional development. According to these authors the professional development of newly appointed deputy principals should be job-embedded, instructionally-focused, collaborative and on-going. Each of these characteristics of professional development receives attention in the ensuing discussion.

2.2.2.1 Job-embedded professional development

Professional development for newly appointed deputy principals should be job-embedded to make it authentic and relevant. Yendol-Hoppey and Dana (2010, p. 5) emphasise this need for job-embedded professional development, which differs from the traditional 'sit-and-get' model of professional development. The benefit of making professional development job-embedded is that this will address the specific needs and concerns of newly appointed deputy principals directly. Professional development may also be relevant when there is a relationship between a learning experience and the daily responsibilities of deputy principals. If professional development takes place within the context of the school, it promotes active learning and improves the school's performance. Encouraging job-embedded professional development will help newly appointed deputy principals to adapt their textbook knowledge of leadership to a practical leadership situation.

2.2.2.2 Instructionally-focused professional development

The newly appointed deputy principal is expected to provide instructional leadership, which is aimed at improving learning outcomes. If professional development is instructionally focused, it will "improve instructional effectiveness and learner achievement" (Yendol-Hoppey & Dana, 2010, p. 6). In South Africa, policy determines that the deputy principal is responsible for school curriculum and pedagogy, so the professional development of newly-appointed deputy principals should cover this development area as well. Professional development helps to provide the newly-appointed deputy principal with the knowledge base

to make quality decisions and to apply the theories of instructional leadership that they have learned during training to their daily school operations. Moreover, deputies are most often willing to learn the professional knowledge and skills to act as capable instructional leaders (Kaplan & Owings, 1999, p. 82).

2.2.2.3 Collaborative professional development

Collaborative professional development enables newly appointed deputy principals to participate actively and interactively in professional learning communities. The aim of collaboration is to create an environment where newly appointed deputy principals work together to find common solutions towards problems in school management and leadership. The collaborative model of professional development is deemed to have benefits such as increasing the learning and implementation of selected knowledge and skills (Joyce & Calhoun, 2010, p. 64). Collaboration may enable newly appointed deputy principals to work together towards a common goal of optimising learning. Areas in which newly appointed deputy principals may learn from one another include planning, instruction, analysing learners' work and peer observations (Mundry, 2005). The rationale for collaboration amongst newly-appointed deputy principals and other members of school management teams is accentuated by what Kwan (2009, p. 191) calls "a general conception in the literature that shared leadership is an important element of school effectiveness". This collaboration is a crucial component of the professional development of newly-appointed deputy principals.

2.2.2.4 On-going professional development

The professional development of newly-appointed deputy principals is supposed to be an on-going exercise and not a once-off event that is forgotten on the second day following such a professional development activity. In similar vein, Bubb and Earley (2007, p. 3) sum up the continuous nature of professional development by saying that "one of the hallmarks of being identified as a professional is to continue to learn throughout a career". The substance of the argument presented in the preceding statement is that newly-appointed deputy principals should engage in a process of self-improvement and development with the aim of making them better practitioners. Constant changes in the curriculum require newly-appointed deputy principals to keep themselves abreast of local and national issues that are relevant to their role and purpose within the school and the Department of Education as an organisation (Wallace & Gravells, 2007, p. 36).

The professional development of newly appointed deputy principals should be a process that adds value to their personal and professional development. It is therefore crucial to understand how professional development should unfold. Having explored the characteristics of professional development, it is necessary to justify the need for professional development in the discussion that follows below.

2.2.3 The need for professional development

Professional development related to leadership has become both imperative and urgent in schools today as a result of global changes in education provision. Professional development is needed to ensure that its beneficiaries, namely learners and parents, are given the best possible service, which implies an improvement in learning outcomes. Hargreaves (2000) makes the point that the professional development of school leaders such as newly appointed deputy principals should be undertaken to “assure greater professionalism of school leadership and improve its status and standing”.

The need for professional development can also be justified as getting a return on the investment that the government makes in the skills development of school leaders. The relevance of professional development for the occupational lives of newly appointed deputy principals today is due to the fact that they work in an environment of “heightened accountability for learning outcomes” (Tallerico, 2005, p. 31), so they need to be professionally developed to understand the micro-politics of the education system. Professional development is therefore viewed as a strategy to ensure that newly appointed deputy principals become productive and lead more capably.

Professional development is aimed at ensuring that newly appointed deputy principals progress from what Bubb and Earley (2007, p. 5) describe as “novice or advanced beginner status to that of an expert”. The progression from new or novice deputy principal to expert is a process that takes time and Bubb and Earley (2007, p. 5) on that account caution that “expert status is not a once and for all achievement, it is on-going because there are new demands, a changing curriculum and various other changes that mean that learning and development are never-ending”. The professional development of staff is regarded as the best strategy to sustain an organisation and to ensure its effectiveness. Gamage (2006, p. 170) recommends the optimum utilisation of employees in order to ensure the success of the organisation. The professional development of newly appointed deputy principals seeks to develop these professionals in order to enable them to perform their duties optimally and to improve the performance of the school.

Changes and advances in modern technology necessitate the training of newly appointed deputy principals to enable them to lead and manage in an era of information technology. Keeping newly appointed deputy principals up to date with modern technology enables them to cope with the workplace demands imposed by modern technology. In fact, professional development seeks to optimise employee performance, and newly appointed deputy principals can benefit from professional development activities that are provided so that they can become competent and productive employees.

Government policies also justify the need for professional development in South African school (South Africa, 2011). The over-arching need that drives professional development is that newly appointed deputy principals have to enhance their skills for the optimal delivery of the curriculum. The Department of Education envisages a continuing professional development system that seeks to ensure that the professional development of school leaders contributes more effectively and directly to the improvement of the quality of teaching (South Africa, 2011). It is expected that newly appointed deputy principals will benefit from departmental initiatives because the department regards the professional development of school leaders, such as deputy principals, as an imperative.

Gamage (2006, p. 9) reports that an international study on professional development for school leaders show that these leaders need professional development in leadership and management in education, in areas such as “decision making and communication, developing an appropriate school culture, human resources management, interpersonal relations and group dynamics, employing information technology for teaching and management, managing conflicts as well as leading and managing organisational change and strategic planning”. These areas are critical for newly appointed deputy principals to enable them to adapt to their new leadership role and to be effective. There is broad international agreement about “the need for school leaders to have the capacities needed to improve teaching, learning and learners’ development and achievement” (Huber & Hiltmann, 2010, p. 66). One way in which the education system can have newly appointed deputy principals such as the ones envisaged in Gamage’s (2006) study is by affording them opportunities for professional development through in-service training programmes.

2.2.4 The goals of professional development

The over-arching goal of professional development is to promote learning processes that will in turn enhance the performance of individuals and the organisation as a whole. In this vein, the goals of professional development can be summed up by classifying them into three main categories, namely personal development, career development and organisational

development (Joyce & Calhoun, 2012; Steyn & Van Niekerk, 2012; Yendol-Hoppey & Dana, 2010). Each of the three main goals of professional development are examined in more detail in the section that follows, and the thesis argues that the professional development of newly appointed deputy principals is anticipated to achieve the three broad aims of professional development suggested in this paragraph.

Personal development. Personal development as a goal of professional development is aimed at developing the newly appointed deputy principal as an individual by advancing their knowledge and skills for personal and professional use. The goal of teaching new knowledge and skills to newly appointed deputy principals is to enable them to improve their performance. Personal development attempts to provide a continuum of professional development that starts with initial training, then early career support and culminates in further professional development. Professional development is about lifelong learning which, according to Joyce and Calhoun (2010, p. 9), “opens a better quality of professional and personal life”.

Career development. The career development of newly appointed deputy principals entails providing them with the necessary qualifications and skills to advance them to higher-level job at a school. Career development is aimed at enabling newly appointed deputy principals to acquire professional values that encourage them to be reflective practitioners and innovative. Professional development can also be enhanced by making school leadership an attractive profession through recruitment, placement, retention and mobility policies of the Department of Education. Joyce and Calhoun (2010, p. 10) concur that newly appointed deputy principals should be supported by offering early career support and continuous formal and informal learning opportunities.

Organisational development. Professional development refers to improving performance to benefit the whole organisation and to serve the primary aims of the education system, which are to promote and attain quality teaching and learning (Steyn & van Niekerk, 2012, p. 45). Joyce and Calhoun (2010, p. 8) regard the school as a place where both learners and staff are inquirers and where attention to learning by the whole staff has a “place side by side” with learning by learners. Schools are designed to teach learners how to learn and the role of the deputy principal is crucial in this regard. Organisational development offers possibilities for the school to become a “high-growth environment” for all that will infect the learners and encourage the attainment of learning outcomes. Professional development should generate learning that will turn the whole school as an organisation into a “learning laboratory” for all stakeholders (Joyce & Calhoun, 2012, p. 9).

While the overriding goal of professional development in the context of this study is the holistic development of newly appointed deputy principals, the various ways in which professional development is undertaken are paradoxical. A reflection on the paradoxes of professional development is provided to promote an understanding of the different lenses through which professional development can be viewed.

2.2.5 The paradoxes of professional development

Several authors (Giallo & Hayes, 2007; Scales et al., 2011) suggest paradoxes of professional development or continuing professional development. The examination of each of these paradoxes of professional development in the sections below fuels critical thinking regarding the nature of professional development.

2.2.5.1 Compulsion or voluntarism

Compulsion or voluntarism has to do with people's feelings about professional development and its role and purpose (Giallo & Hayes, 2007; Scales et al., 2011). Newly appointed deputy principals are expected to and often undertake some form of professional development regularly. There are often reservations about the value of recording and logging professional development rather than the value of professional development activities. In countries where some form of certification or qualification is needed to be appointed as a deputy principal, some engage in professional development activities so that they may satisfy this requirement. In this case, one wonders whether professional development is voluntary or compulsory.

2.2.5.2 Employer or individual responsibility

The question of whether professional development is the responsibility of the employer or the individual begs an answer. Scales et al. (2011, p. 4) make the point that educators are accustomed to having things done for them and to being required to comply with extensive documentation and activities. Compliance with documentation and activities is often perceived as not being directly related to improve learning. Managers have a responsibility for creating an ethos that encourages professional development and values it as the most effective way to put teaching and learning at the heart of what educators and school leaders do (Giallo & Hayes, 2007; Scales et al., 2011, p. 4). Newly appointed deputy principals should not be forced to undertake professional development activities because they will only comply grudgingly. Actually, if the mission and goals of the organisation are communicated to all, newly appointed deputies should be able to find the best ways to develop their management and leadership capabilities within that framework.

2.2.5.3 Teaching or learning

This paradox reflects debates about student learning (Scales et al., 2011, p. 4). There is a need for continuous professional development to improve the didactic practice in schools. The current approach to teaching and learning is that learners should be able to learn with what they are given. If they want to encourage teachers to teach effectively and learners to become lifelong learners, newly appointed deputy principals should undertake professional development. On some occasions they may need “specific inputs from experts” (Scales et al., 2011) to understand and use new technology. According to Scales et al. (2011, p. 4), the most effective professional development is based on individual and collaborative learning, and exploring and creating better ways of learning.

2.2.5.4 Personal development or organisational learning

Scales et al. (2011, p. 4) argue that “both personal and organisational learning are needed for learners, educators and organisations to succeed and cope with change”. The fact of the matter is that organisations cannot learn, only people can learn. If learning is seen as the core activity of the organisation, it is more likely that it will be more successful, both for the learners and for adapting to and surviving in difficult circumstances. In this vein, the personal development of newly appointed deputy principals may lead to organisational learning that will improve the performance of the organisation.

2.2.5.5 Value-driven or pragmatic development

Many colleges and learning providers “have honourable intent and believe that their role is to provide education and encourage learning” (Giallo & Hayes, 2007; Scales et al., 2011). Value-driven development is enshrined in mission statements and marketing information. Professional development goals that are value driven are frequently undermined in light of the latest policy shift by government to regulate education. In this vein, Scales et al. (2011, p. 5) make the point that “managers are often just firefighting and having to adapt and compromise their values, and professional development becomes subverted into merely training staff to meet the demands of the latest big idea”. Clearly the values of education are about learning and should be constant and relatively timeless. If these values are accepted, newly appointed deputy principals can concentrate on developing professionally as specialists, rather than having to react to government caprice.

2.2.5.6 Journey or exploration

This is an interesting paradox of professional development. There is an argument that “the metaphors of a journey or an exploration are useful ways of understanding two contrasting approaches to professional development” (Scales et al., 2011, p. 5). In the journey metaphor, the destination is known in advance, but there may be discussion or negotiation regarding the route, time allowed and methods of transport. On the journey, many people will want to get there in the shortest possible time, while others might want to take the most scenic route even if it costs more and will take them longer. The journey in professional development might be about striving towards the achievement of a particular goal. Scales et al. (2011, p. 5) explain that in such cases the journey is the most appropriate metaphor and specific means of reaching the destination might be identified or prescribed and budgets allocated accordingly. The concept of exploration has connotations of discovering things and the final destination is not known. The goals for an exploration are “wider, looser, sometimes ill-defined, but you might end up in a place you did not know existed and which yields great treasures” (Scales et al., 2011, p. 5). Professional development activities that are initiated for newly appointed deputy principals who must learn the ropes of leadership are explorations. According to Scales et al. (2011, p. 5), the problem is that “such explorations may appear to be expensive indulgences by the explorers and managers who will need to weigh the costs with the likely benefits”. Moreover, explorers and people who sponsor them have to be prepared for culture shocks and encountering unfamiliar ideas and methods that do not fit in with their views and beliefs.

The paradoxes of professional development afford newly appointed deputy principals the opportunity to reflect on their own professional development and to persuade them to engage in professional development activities that are both for their own personal growth and for the growth of the organisation. The paragraphs that follow highlight aspects that may either ‘make or break’ the implementation of professional development.

2.2.6 Aspects that may influence the implementation of professional development

It is essential to consider aspects that may influence the implementation of professional development adversely if these aspects are not properly handled. Designers of professional development programmes for newly appointed deputy principals should adopt a balanced and objective approach to the implementation of professional development activities and programmes to ensure that professional development goals are achieved. Several aspects are highlighted below to show how they may affect the professional development of newly appointed deputy principals.

2.2.6.1 An emphasis on learning

Professional development programmes are expected to be practical in nature and to meet the specific developmental and learning needs of newly appointed deputy principals. Actually, it is important that professional development programmes should be differentiated to meet the varying levels of knowledge and skills of newly appointed deputy principals (Desimone, Smith & Ueno, 2006; Lee, 2005; Steyn, 2011). Continuous learning is a pivotal part of professional development and newly appointed deputy principals are expected to engage in learning experiences that help them to refine their skills continuously.

2.2.6.2 Commitment

The commitment of newly appointed deputy principals to professional development is important for the successful attainment of professional development goals. Van Eekelen et al. (2006) regard commitment to professional development as the psychological state in which newly appointed deputy principals desire to experiment and learn. Newly appointed deputy principals should have a desire to participate in professional development programmes and not to regard these programmes as being forced down their throats. A commitment towards professional development will lead to the successful professional growth of newly appointed deputy principals.

2.2.6.3 Effective leadership

Several authors argue that effective leadership requires principals to be involved in the learning process and that they should collect evidence that newly appointed deputy principals' professional development has occurred (Dymoke & Harrison, 2006; Heaney, 2004; Mewborn & Huberty, 2004; Notman et al., 2009). Principals are expected to be able to identify deputy principals' needs and facilitate suitable training to meet these needs. It is also important to note that facilitating learning for the individual school leader as well as the members of an organisation is viewed as the primary goal of leadership (Notman et al., 2009). The school principal's role in professional development is to model appropriate leadership behaviour for their deputies. The study by Southworth and Du Quesnay (2005) identify two categories of approaches that school leaders can use to model appropriate behaviour, namely, behavioural and organisational categories. The behavioural category includes modelling, monitoring and dialogue, while the organisational category implies that leaders carefully design and deploy organisational structures and systems that enable them to influence their colleagues and they simultaneously use these systems to create and sustain the school as a learning organisation. Steyn (2011, p. 45) concludes that a

supportive and encouraging leadership style enables principals to offer individualised support and concern about their staff's professional needs.

2.2.6.4 The particular school context

There is consensus among scholars in the field of professional development that certain variables in the school context may either improve or hinder the professional learning of staff members, including newly appointed deputy principals (Heaney, 2004; Hirsch, 2005; Lee, 2005; Van Eekelen et al., 2006; Penuel et al., 2007). Steyn (2011) clarifies that factors such as school culture and collaboration may influence development and commitment and as such also impact on the effectiveness of professional development. Frost (2008) emphasises the creation and sharing of professional knowledge as a key aspect of professional development in a particular school context. It is important to create an environment conducive to professional development by means of collaboration between newly appointed deputy principals and other members of the school management team.

2.2.6.5 Feedback

Literature emphasises the benefit of providing feedback during the process of professional development (Birman, Desimone, Porter, & Garet, 2000; Notman et al., 2009). During the process of professional development, newly appointed deputy principals need to know whether they are making any progress regarding the acquisition of new knowledge and skills that will enable them to optimise their performance. Feedback also enables newly appointed deputy principals and their mentors to track progress and to identify areas that need improvement and to work on those areas.

Professional development should take place in an environment that fosters development and growth, and where aspects that may influence it negatively are identified and addressed. There is also a need to examine the approaches that are followed in the professional development of school leaders, with a particular focus on newly appointed deputy principals.

2.2.7 Approaches to professional development aimed at leadership

Msila and Mtshali (2011, p. 12) highlight five general approaches to leadership development that are relevant for the professional development of newly appointed deputy principals. These approaches include sink or swim; moving, mentoring and monitoring; spray and pray; learning in action; and corporate academies. The paragraphs below describe each of these approaches and indicate how these approaches are ideal for the professional development of newly appointed deputy principals.

Sink or swim. According to this approach leaders are identified and then placed in leadership roles without any guidance or preparation. With this approach, newly appointed school leaders are not guided in any way, they are just thrown in at the deep end. Most of them are appointed on the basis of their track record as successful teachers. This approach does not hold prospects of development for newly appointed deputy principals because they may struggle to survive the first year if they are left to their own devices and not provided with support and guidance.

Moving, mentoring and monitoring. This method of professional development includes rotating potential leaders through a number of leadership experiences. The aim of such a rotation exercise is to provide opportunities for school leaders to develop professionally. The ‘mentoring’ dimension of this approach may benefit newly appointed deputy principals if they are exposed to different leadership experiences by their mentors. Msila and Mtshali (2011) emphasise that new leaders should take personal responsibility for their own development, which should encourage self-development.

Spray and pray. This approach refers to the practice of providing certification to leaders after attending various leadership development courses offered by relevant service providers. A strong criticism against such courses is that they may not meet the development needs of new leaders and Msila and Mtshali (2011, p. 12) explain that they tend to “vary in efficacy” because they emphasise one aspect of leadership professional development over another.

Learning in action. The learning-in-action approach involves potential leaders in field projects and activities followed by serious reflection that creates a learning laboratory for leaders. Learning by reflection can assist newly appointed deputy principals to constantly reflect on their learning in order to take remedial steps to improve their learning if they are not satisfied with the progress made. Learning in action also allows new leaders to learn problem-solving skills and to address systems problems that they experience in their new role.

Corporate academies. Corporate academies provide contextualised leadership development that focuses on developing leadership potential to ensure a continuing supply of competent new leaders (Msila & Mtshali, 2011). With this approach, new leaders are prepared to face potential leadership situations in future. This approach can benefit newly appointed deputy principals because it will enable them to adapt their textbook knowledge of school leadership to the real world of work.

2.2.8 Synthesis

Professional development has become a necessary strategy to identify and help to address the learning needs of newly appointed deputy principals. Without support and guidance in the early years, the newly appointed deputy principal's entry into the deputy principalship may be a frustrating transition.

Professional development can be defined as an on-going process to acquire knowledge, skills and abilities to make deputy principals lifelong learners and to enable them to provide management and leadership that enable quality teaching and learning to improve learning outcomes (see 2.2.1).

The paradoxes of professional development help the reader to critically reflect on the essence of professional development. Some people wonder whether professional development is compulsory or voluntary, others regard it as the employer's responsibility and not theirs, while there is also the question of whether professional development is about the improvement of the individual or learning outcomes. It can also be argued whether the goal of professional development is personal development or organisational learning, whether it is value-driven or pragmatic and whether it is a journey or an exploration.

Professional development should be job-embedded, instructionally-focused, collaborative and on-going. The main goals of professional development should be about personal development, career development and organisational development. The literature engaged with in this section of the literature review also shows that an ideal professional should engage in lifelong learning.

The implementation of professional development activities and programmes should also adopt an objective and balanced approach. The professional development of newly appointed deputy principals also necessitates that they should not be "thrown in at the deep end" when they assume management and leadership positions, but should rather be helped to "balance at the top of the greasy pole".

2.3 The Nature of Induction

The discussion next endeavours to clarify the concepts of *induction* and *an induction programme* to frame a specific conceptual framework for this study. Induction in the context of human resources management receives attention and aspects such as recruitment, selection, placement, orientation and career development are described. The discussion

continues to indicate the relevance of the human resource practices highlighted above for the induction of newly appointed deputy principals.

2.3.1 The concept of induction

Induction can be defined as a process aimed at providing development activities and opportunities to support newly appointed deputy principals and to equip them with the necessary knowledge, skills and dispositions to enable them to become effective school leaders (Huber, 2010, p. 235; Shields, 2008, p. 32; Sweeny, 2008, p. 2; Wallace & Gravells, 2007, p. 74-75; Wong, 2005, p. 43). Meyer and Kirsten (2012) add that new employees should also be introduced to the goals of the organisation, its policies and procedures, its values, the co-workers as well as the activities that make up the tasks to be performed. For newly appointed deputy principals, it is equally important that they are introduced to the vision, mission and strategic plans of their new schools, as well as the roles they are expected to play there.

Legotlo (1994, p. 11), who conducted a study on newly appointed principals, defines induction as a process for developing the knowledge, skills, attitudes and values essential to fulfilling their roles more effectively. In similar vein, induction refers to “a process through which beginning principals are helped to adjust to the principalship position so that they can do their jobs effectively and efficiently” (Kitavi, 1995, p. 19). The abovementioned definitions of the concept of *induction* emphasise the need to equip newly appointed educators, in this context deputy principals, with the attributes that they need to optimise their performance.

A further definition of induction emphasises organisational socialisation and clarifies induction as the process through which new incumbents become familiar with the context in which they are leading, including the school culture (Bush & Moloi, 2008, p. 113; Coleman, 2003, p. 155; Middlewood, 2003, p. 81). Rebore (2012, p. 95) explains that induction builds on the knowledge and skills that newly appointed staff bring with them from their initial teacher education programmes, and involves both socialisation into the teaching workplace and structured and on-going professional learning opportunities. Induction is the process designed to acquaint newly employed individuals with the community, the school district and their colleagues (Rebore, 2012, p. 95).

Villani (2006, p. 18) defines induction as a multi-year process for individuals at the beginning of their careers or new to a role or setting and is designed to enhance professional effectiveness and foster continued growth during a time of intense learning. Induction serves several multiple functions such as easing the college-school transition; promoting

initial professional development; ensuring that appropriate skills and habits are acquired at a crucial formative stage; developing professional attitudes; providing appropriate support at a potentially troubling time and increasing job satisfaction of newly appointed staff (Villani, 2006, p. 18).

The common thread in the definitions above is that induction entails aspects such as the provision of learning experiences, acquisition of knowledge, skills and attitudes, socialisation into the work environment, provision of appropriate support and resultant job satisfaction. For the purpose of this study, induction can be defined as follows:

Induction is a process of providing newly appointed deputy principals with learning experiences, knowledge, skills and attitudes that enable them to improve their competence and to optimise their performance to raise learning outcomes.

Along similar lines, the following definition of an induction programme that has been synthesised from the work of Legotlo (1994) and Kitavi (1995) is valid for the purposes of this study:

An induction programme is a well-structured comprehensive professional development plan, with clearly articulated objectives designed to develop, among newly appointed deputy principals, the knowledge, skills and attitudes and values needed to carry out their roles effectively.

The definition of the two main concepts provided above lay a solid conceptual basis for the subsequent examination of induction in the context of human resources management.

2.3.2 Induction in the context of human resources management

Induction in the context of human resources management entails activities such as recruitment (both internal and external recruitment), selection, placement, orientation and career development. These human resource activities are important for newly appointed deputy principals because their induction follows similar stages of the induction process. Each of these activities will be described briefly in the paragraphs that follow.

2.3.2.1 Recruitment

Recruitment refers to going out into the market to attract employees with the necessary knowledge and skills to apply for particular positions in your organisation. In the school context and with a specific focus on this study, it entails advertising a vacancy for a deputy principal with the aim of recruiting the most suitable candidate. The purpose of recruitment is

to invite a pool of job applicants who are potentially qualified to do a particular job (Nel et al., 2009, p. 145). The recruitment of deputy principals in South African schools is conducted in terms of government regulations and policies that regulate the employment of staff in public schools (see 2.3.4).

Recruitment can play a role in increasing individual and organisational performance, because if the right candidate is recruited and selected, it would result in a positive match between the company and the incumbent, and this could ensure a satisfied and productive employee who delivers effective services to the organisation. The focus of recruitment should actually be on finding candidates that possess the essential knowledge, skills and abilities necessary to perform the duties at the level of the established standards. Recruitment can be done either internally or externally and each of these ways is explained briefly in the paragraphs that follow.

Internal recruitment

Internal recruitment occurs when internal applicants inside the organisation are invited to apply for a position. The advantages of internal recruitment are that it provides opportunities for internal staff to be promoted and developed, and internal applicants are familiar with the organisation's policies, procedures, systems and training methods. A disadvantage of internal recruitment is that internal applicants sometimes lack the creativity and new ideas required to make the organisation grow and develop. Internal recruitment for deputy principals can be done within a circuit or district if the employer does not want to employ people from outside that area for a variety of reasons.

External recruitment

External recruitment refers to the recruitment of candidates outside the organisation by making use of job advertisements in newspapers or other advertising media. Some companies also make use of the services of employment agencies to do the recruitment for them. The advantage of external recruitment is that new employees bring new ideas and skills into the organisation, which could help the organisation grow and develop. External recruitment has disadvantages, for example existing staff members may resent the new employee if a current employee also applied for the position and was unsuccessful. Most external appointees do not become immediately productive because they have to settle, learn and adapt to the new organisation before they provide products and services. In addition, external recruitment is more expensive than internal recruitment.

2.3.2.2 Selection

Selection has to do with being able to attract the right candidates and then to help them get an idea of whether the new position will suit them (Huber & Hiltmann, 2010, p. 67), or the process of choosing individuals with qualifications needed to fill the positions in an organisation (Mathis & Jackson, 2008, p. 226). With regard to the selection of deputy principals, the aim is to get the person with the right qualifications to be appointed to the deputy principalship. The selection process includes an assessment of applications, shortlisting and setting criteria that are used to select the most suitable candidate.

The established criteria should be those absolutely necessary to perform the job at the desired level and should be based on the essential knowledge, skills and abilities outlined in the job description, coupled with the competencies required.

2.3.2.3 Placement

Placement is defined by Mathis and Jackson (2008, p. 226) as fitting a person to the right job. The placement of employees should be carefully handled because how well an employee is matched to a job can affect the amount and quality of the employee's work, as well as training and operating costs required to prepare the individual for work life. The correct placement of employees can affect their morale because a good fit encourages individuals to be positive about what they accomplish on the job. The filling of the deputy principal's post is crucial because the person appointed to the new position should be qualified and experienced to perform in the deputy principalship. Correct placement will ensure that the newly appointed deputy principal does not feel out of place and adapts quickly to the new environment.

2.3.2.4 Orientation

Staff orientation is a continuous process that begins when a person accepts appointment to a post (Prinsloo, 2003, p. 209). When the staff orientation process is effectively planned, it ensures that newly appointed staff members are effectively integrated into their new organisation and that problems are addressed to ensure job satisfaction. The orientation of newly appointed deputy principals into their schools will ensure that they fit in and adapt as soon as possible.

Mathis and Jackson (2008, p. 227) accentuate the benefit of orientation as the planned introduction of new employees to their jobs, co-workers and the organisation. Orientation also helps establish a good impression of the organisation and the job, as well as to provide

the employee with information about the job that helps the employee to be productive sooner rather than later. The sooner the newly appointed deputy principal is given an orientation, the better they will understand their role and start to be productive.

2.3.2.5 Career development

Career development refers to a process of helping individuals plan their careers in accordance with an organisation's business requirements and strategic direction (Meyer & Kirsten, 2012, p. 91). The aim of career development is to link the individual's career needs with the employer's workforce requirements.

The career path to a deputy principal in South Africa starts with a person who is either a post level one educator with a specific number of years of teaching experience, or a person who occupies a departmental head position, also with a specific number of years of experience. Lately, teachers who aspire to be appointed as deputy principals in future study for an Advanced Certificate in Education (ACE): School Leadership to gain the required knowledge and skills to occupy a school leadership position. The importance of career development for school leaders is to ensure a future pool of competent school leaders who can occupy leadership positions.

2.3.3 The recruitment and selection of deputy principals in South African schools

The recruitment and selection of deputy principals in South African schools are regulated by government policies promulgated in terms of the Employment of Educators Act (South Africa, 1998). The principle underlying in the recruitment, selection and appointment of deputy principals in schools is that any vacant post in any establishment within the Department of Education should be filled with due regard for equality, equity and other democratic values and principles that are enshrined in the Constitution of the Republic of South Africa, especially Chapter 2 of the Constitution, the *Bill of Rights*. However, the redress of the imbalances of the past does not suggest that the ability of deserving candidates who qualify to be appointed should be compromised.

The process for the recruitment and selection of deputy principals is similar to that of principals. The first step is to determine if there is a vacant substantive post at a school and to submit an application for approval of the post to the Department of Education in the province. The filling of teachers' posts, including those of deputy principals, follows the process of advertising, sifting, shortlisting and interviews, and appointment.

According to Personnel Administrative Measures (PAM), the *advertisement* of vacant posts for teachers must be self-explanatory and clear and must include minimum requirements; the procedure to be followed for application; names and telephone numbers of contact persons; preferable date of appointment; and closing date for the receipt of applications (South Africa, 1999). PAM (South Africa, 1999) clarifies further that the advertisement should be accessible to all who may qualify or are interested in applying for such posts, should be non-discriminatory and in keeping with the provisions of the Constitution of the Republic of South Africa, and should clearly state that the State is an affirmative action employer.

All vacancies in public schools are advertised in a gazette, bulletin or circular. The existence of a gazette, bulletin or circular in which vacancies are advertised should be made public by means of an advertisement in the public media, both provincially and nationally. The information in the advertisement should include offices and addresses where the gazette, bulletin or circular is obtainable. It is imperative that the gazette, bulletin or circular is circulated to all educational institutions in the province (South Africa, 1999).

When *sifting* applications, the employing Department of Education has to acknowledge receipt of all applications by informing all applicants in writing of receipt, clearly indicating whether the application is complete or not, and indicating whether the applicant meets the minimum requirements for the post and that such applications have been referred to the institutions concerned. The department shall handle the initial sifting process to eliminate applications of those candidates who do not comply with the requirements of the posts as stated in the advertisement. The involvement of trade unions, who are members of the Education Labour Relations Council (ELRC) in the province, is important. PAM clearly states that the unions should be given a report at a formal meeting with the names of educators who have met the minimum requirements for the posts in terms of the advertisement and the names of educators who have not met the minimum requirements for the posts in terms of the advertisement (South Africa, 1999).

The next step after sifting is *shortlisting and interviews*. Educational institutions that have vacancies are expected to establish an interview committee. The interview committee in a public school comprises of the following stakeholders: one departmental representative as an observer and resource person; the school's principal, if he/she is not a departmental representative or an applicant; members of the school governing body, excluding teachers who are applicants to the advertised posts; and one union representative that is party to the provincial chamber of the ELRC. The role of the union representative is that of an observer of the process of shortlisting, interviews and the compilation of a preference list.

PAM highlights the guidelines that should be followed during the shortlisting of candidates who have applied for a vacant post. The guidelines are as follows (South Africa, 1999): the criteria used must be fair, non-discriminatory and in keeping with the Constitution of the country; the curricular needs of the school; the obligations of the employer towards serving educators; and the list of shortlisted candidates for interview purposes should not exceed five per post. The interviews should be conducted according to agreed-upon guidelines. The parties to the ELRC should have consensus on the guidelines. It is also expected that all interviewees must receive similar treatment during the interviews. At the end of the interview, the interviewing committee shall rank the candidates in order of preference, together with a brief motivation, and submit this to the school governing body for their recommendation to the provincial Head of Department. The provincial Department of Education reserves the right to appoint any of the three candidates in the preference list submitted by the school governing body.

The *appointment* is made by the provincial Department of Education. The Department makes the final appointment decision after satisfying itself that agreed-upon procedures were followed and that the decision is in compliance with the Employment of Educators Act of 1998, the South African Schools Act, 1996 and the Labour Relations Act, 1995. The employer may inform all unsuccessful candidates in writing within eight weeks of an appointment being made. It is also important to ensure that accurate records of proceedings dealing with interviews are kept, as well as decisions and motivations relating to the preference list submitted by the school governing body to the department.

2.3.4 The rationale for the induction of newly appointed deputy principals

The induction of newly appointed deputy principals is imperative because the purpose of induction is to help newcomers like newly appointed deputy principals to have a clear understanding of the ethos, values and practices at the school and how the newcomer fits into the school. Deputy principals can effectively share instructional leadership roles with the principals if properly inducted, because school leadership is changing continuously and there is not enough time for one person to meet the expectations of school effectiveness successfully (Arar, 2014; Cranston, Tromans & Reugebrink, 2004; Kaplan & Owings, 1999; Kwan, 2009). An induction into the role of the deputy principal will assist the newly appointed deputy principal to be productive and to strive towards reaching the goals of the school.

Induction builds the confidence of newly appointed deputy principals and aids their motivation and attitudes towards their work performance, which in turn influences school effectiveness (Makanya, 2004, p. 7). The benefits of induction for newly appointed

employees are emphasised by Smith and Ingersoll (2004), who add that induction support benefits novices. The perception that deputy principals seem to be forgotten leaders attests to the need for the effective induction and subsequent professional development of these school leaders. Steyn and Van Niekerk's (2012) view that it is unrealistic to expect school leaders to perform miracles within short periods of time, especially if they lack management knowledge and skills, accentuates the argument in favour of the induction of newly appointed deputy principals.

The induction of newly appointed deputy principals starts with the recruitment and selection process. If the organisation does not attract and select the right staff, "induction cannot perform any magic to change them into super employees" (Kitavi, 1995, p. 51; Makanya, 2004, p. 11). The school should examine its staff policies to ensure that they attract, recruit, select and appoint the right deputy principals who will be retained through proper induction and subsequent professional development activities. Induction can only really be effective when building on good personnel policies, recruitment and selection practices.

Employees who do not undergo an effective induction programme may feel insecure with regard to what is expected of them and how the task should be performed (Makanya, 2004, p. 11). One of the ways in which many organisations attempt to make induction effective is by using mentors. Mentoring is about learning, and effective learning improves performance at work. It also improves the skills and morale of newly appointed employees and develops new, more productive, supportive and people-centred relationships. Wong (2005, p. 42) corroborates that mentoring is one of the components of induction and should be used with other components of the induction process. If effectively used, mentoring will help the newly appointed deputy principal to understand what is expected of them in their new role.

The absence of a targeted induction programme can have far-reaching negative implications for staff development at a school. Makanya (2004, p. 12) cautions that it is dangerous to provide no proper induction to a new employee and that the newcomer may continue in the new job without confidence and enthusiasm. Reports of stress experienced by newly appointed deputy principals during the transition period come to mind, hence the need for their orientation and thorough induction into the post. Induction provides the structure and support needed to maximise the effectiveness of new leaders as they confront the many challenges facing schools (Makanya, 2004, p. 12). Induction may also ease the stress that is often experienced by newly appointed deputy principals.

The ultimate objective of induction is to promote quality education for children (Rebore, 2012, p. 96). The employee who is able to adjust to a new position in a reasonable period of

time helps to accomplish this purpose. Makanya (2004) reinforces the idea that induction helps to inspire the employee towards excellence in performance. The importance of leadership development for school effectiveness suggests on-going professional development for newly appointed school leaders so that they can assume a significant role in school operations. When a principal works with a deputy who has been thoroughly inducted, there is a *developmental payoff* because the deputy will be in a better position to contribute to the educational purposes of the school (Goodman & Berry, 2013). Newly appointed deputy principals who have been inducted and professionally developed contribute to school effectiveness.

The importance of the induction of school leaders has been recognised for many years. For example, in the early and mid-1990s, Kitavi (1995) and Legotlo (1994) stated the rationale for induction in their work on new principals in both Kenya and the former homeland of Bophuthatswana. While their studies focused on new principals and not on deputies and were published more than a decade ago, it can be argued that modern scholars maintain in the same vein that newly appointed deputy principals need professional support in their early years due to “the absence of targeted professional training and leadership development” for deputy principals (Cranston, Tromans, & Reugebrink, 2004, p. 225; Daresh & Playko, 1994, p. 35; Harris, Muijs, & Crawford, 2003, p. 2; Lashway, 2003, p. 3), which often makes the transition to the deputy principalship difficult.

According to Kitavi (1995), starting a new job is considered by psychologists to be one of the most stressful life experiences for many people. It therefore benefits newly appointed deputy principals if induction can help them learn about their job and the schools in which they work as soon as possible so that they can settle in the job. In similar vein, Legotlo (1994, p. 26) concurs that a new school leader needs support from the day of his effective appointment until he becomes a self-motivated, self-directed and fully effective member of the organisation. Conversely, the absence of proper induction practices may “lead to voluntary resignations during the probationary period” (Legotlo, 1994, p. 26; Makanya, 2004, p. 12). The induction of newly appointed deputy principals will probably contribute towards easing the tension that is often experienced by new school leaders and help to improve retention rates in schools.

Deputy principals should be better trained and properly inducted to become effective leaders who will assume more prominent roles as instructional leaders. In modern day schools, deputy principals are expected to maintain a supervisory presence within classrooms and to possess a thorough knowledge of the curriculum (Cole-Henderson, 2000; Grissom & Loeb, 2009; Horng, Klasik, & Loeb, 2009). Scoggins and Bishop (1993) found that the practices

and work of deputy principals are rarely addressed in detail, despite the fact that they are expected to provide a supporting role to the principal. The leadership potential of newly appointed deputy principals is not being fully exploited if they are not being developed in the role. Arar (2014) and Kwan (2009) also concur that the competence of deputy principals is of prime concern because in many school systems, they are often appointed to the position of school principal and they have to be prepared for this role.

The induction and on-going professional development of newly appointed deputy principals are also necessitated by the lack of clarity about the role of the deputy principalship. The role and leadership competence of deputy principals have received little scholarly attention in the literature on school leadership development and empirical evidence from several studies reveals that there is a vague role definition for deputy principals and that deputies need “better role-related training and supervision that considers the requirements of the school settings and culture” (Arar, 2014, p. 96; Cranston, Tromans, & Reugebrink, 2004, p. 225; Cranston, 2007, p. 109; Oplatka & Tamir, 2009, p. 216). The role and work of deputy principals seem to be “ill-defined and contains contradictions, leaving the practitioner vulnerable to criticism when being assessed” (Harvey & Sheridan, 1995, p. 69).

2.3.5 The goals of induction

The importance of setting clear and realistic goals to achieve the aims of an induction programme cannot be overemphasised. Three possible goals that are critical to guide the development of an induction programme have been identified as remediation, orientation and socialisation (Daresh & Playko, 1992, p. 102; Pelletier, 2006, p. 3; Sweeny, 2008, p.3). The sections below provide a description of the three goals of induction and endeavour to contextualise them within the professional development of newly appointed deputy principals.

2.3.5.1 Orientation

According to Meyer and Kirsten (2012, p. 50) orientation is all about “winning the hearts and minds of new employees during the first few weeks on the job”. It is the process through which organisations equip new employees with the essential knowledge required to be successful, refine the skills required to yield required results, and establish enough attraction to the organisation to retain beyond a positive contribution threshold (Meyer & Kirsten, 2012, p. 50). Daresh and Playko (1992, p 104) define employee orientation as a type of learning experience with the aim “to provide newcomers with information concerning local policies, practices, and procedures”. Orientation should focus on issues that are of personal concern

to the newcomer, and not on information that the newcomer does not need urgently. Daresh and Playko (1992, p. 100) and Pelletier (2006, p. 19) argue that “some school systems equate induction programmes completely with employee orientation”. Therefore, a distinction should be made between the two because induction should be much more in-depth than orientation. The orientation of newly appointed deputy principals should focus on winning their hearts and minds about the school and the Department of Education as a whole.

2.3.5.2 Remediation

Remediation endeavours to “find ways of remediating some of the earlier training that was (or was not) provided to organisational newcomers” (Daresh & Playko, 1992, p. 102). The purpose of this activity is to address deficiencies emanating from pre-service training on the part of someone who is first coming on board. Daresh and Playko (1992, p. 102) explain that the word *remediation* “may seem harsh because it sounds as if the institution that has sent forward the beginner has been at fault, incompetent or somehow responsible for doing a bad job of getting a person ready for a professional role”.

Remediation may also be used to provide instruction related to the local context of a person who is new to an area. An induction programme with “a primary focus on remediation may address the deficiencies of a beginning school leader”, such as a newly appointed deputy principal (Daresh & Playko, 1992, p. 103). Daresh and Playko (1992, p. 103) argue that sometimes “there are such vast deficiencies on the part of an individual that it may be counterproductive even to attempt to bring that person up to an acceptable level of performance”. Despite the fact that some newcomers may have gone through a good pre-service programme, they will be expected to demonstrate skills that are reasonably expected of all newcomers. In the event that newcomers do not demonstrate appropriate skills that they should have acquired during pre-service preparation, some form of remediation is necessary.

2.3.5.3 Socialisation

Socialisation is aptly defined by Daresh and Playko (1992, p. 104) and Crow (2007, p. 52) as “the process through which an individual becomes integrated into a social group by learning the group’s culture and his role in the group”. There are three forms of socialisation, namely anticipatory, professional and organisational socialisation (Daresh & Playko, 1992, p. 104; Crow, 2007, p. 52). Each of these forms of socialisation is considered with a view to examine their relevance for newly appointed deputy principals.

Anticipatory socialisation refers to the “learning of the rights, obligations, expectations and outlook of a social role preparatory to assuming it” (Daresh & Playko, 1992, p. 105; Crow, 2007, p.53). This learning experience starts long before a person assumes the role of a school leader. In this regard, Daresh and Playko (1992, p. 105; Crow, 2007, p.53) clarify that “as classroom teachers, and even earlier, as students in school, future administrators learn about their chosen craft by observing the role of the school administrator from afar”. Actually, “by the time people assume positions of school leadership, they are likely to have learned a great deal about how to act and what to expect as school leaders” (Daresh & Playko, 1992, p. 105). Accordingly, newly appointed deputy principals may learn best practices from their seniors through anticipatory socialisation.

The clarification of *professional socialisation* provided by Daresh and Playko (1992, p. 105; Crow, 2007, p. 53) is that it “encompasses learning about the field of administration and how administrators, as opposed to non-administrators, make sense of the world”. Some of the activities that make up professional socialisation include the following: acquiring school wide, as opposed to classroom-based, perspectives on matters of curriculum, instruction, evaluation, and resource allocation; understanding the ways in which the effectiveness of administrators or school leaders can be judged; learning the ethics and laws governing administrative behaviour; and recognising areas where professional norms may conflict with organisational norms (Daresh & Playko, 1992, p 105; Crow, 2007, p.52).

Organisational socialisation refers to the process through which new administrators learn to function in a particular organisational context (Daresh & Playko, 1992, p. 105). Daresh and Playko (1992) add that this form of socialisation is addressed through a much more complex and subtle process during which newcomers are expected to learn about norms and the culture of the new school setting. The specific ingredients of organisational socialisation include learning the expectations for deputy principals and the criteria against which the district evaluates them; understanding how experienced deputy principals have functioned in the district; understanding the district’s goals; understanding the nature of the community and the school in which the deputy principal will work; learning survival skills, such as how to turn off the fire alarm and how to fill out purchase orders; and reviewing organisational history such as local policies, regulations, guidelines, and why they were developed (Daresh & Playko, 1992, p. 106).

2.3.6 Induction models

In this section, several induction models are reviewed and their relevance to the induction of newly appointed deputy principals is highlighted. A description of induction models lays the

basis for the conceptualisation of an induction programme for the professional development of newly appointed deputy principals. The section suggests a theoretical induction programme is suggested (see 2.3.11) and provides a brief description of the suggested integrated induction programme for newly appointed deputy principals as the groundwork for the contribution of the study in chapter six.

2.3.6.1 Daresh and Playko's (1992) model for newly appointed school leaders

Daresh and Playko's (1992) classical model is believed to be useful to understand three different ways in which people can learn about leadership. The model is known as the *tridimensional model of professional development*. The tridimensional model includes academic preparation or pre-service training, field-based learning or induction, and personal and professional formation (Daresh & Playko, 1992). The model provides clarity on the place of induction within the continuum of professional development. It is also beneficial to note that induction is part of a three-pronged strategy for the professional development of newly appointed school leaders like deputy principals. Some of the subsequent models of professional development of school leaders drew heavily from this model, like Legotlo (1994) and Kitavi (1995). The paragraphs that follow clarify each of the components of the tridimensional model of professional development of school leaders.

Pre-service preparation refers to those learning activities and other processes that take place prior to initial job placement (Daresh & Playko, 1992, p. 18). According to these authors, recruitment, selection, training and placement into a new job are components of the pre-service preparation phase. The pre-service preparation of newly appointed deputy principals therefore starts with their recruitment and culminates in their placement.

Daresh and Playko (1992, p. 19) state that the process of induction is something that is not necessarily concluded after one year in a new job. Induction may take several years to complete, depending on the conditions in the organisation, the nature of the role, and the characteristics of the individual (Daresh & Playko, 1992, p. 19). However, it is necessary to start with the induction of newly appointed deputy principals as soon as possible to enable them to familiarise themselves with the school and settle into their job. The tridimensional model of professional development is represented in Figure 2-1 below.

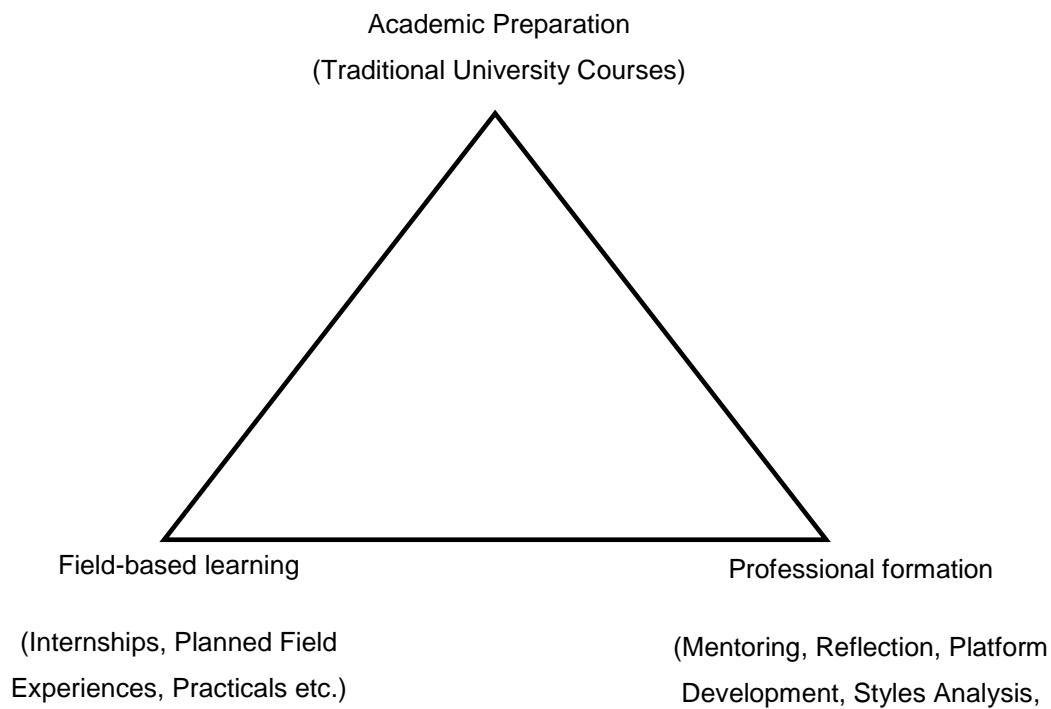


Figure 2-1: Daresh and Playko's (1992) tridimensional model of professional development

In-service education is defined by Daresh and Playko (1992, p. 19) as learning opportunities that are provided to individuals while they are engaged in a job. The learning opportunities may be directed specifically at helping a person to perform the duties of a particular job more effectively, or they may be directed toward the personal growth and development of the person performing a job, regardless of the expectations of the job (Daresh & Playko, 1992, p. 19). There is a need to provide in-service training to newly appointed deputy principals to keep them abreast of the latest developments in the field of school leadership and management.

The three distinct phases of an individual's career described above are interactive in nature and should be understood in concert (Daresh & Playko, 1992, p. 21). Daresh and Playko (1992, p. 21) posit that "an appreciation of preservice leads to discussions of induction concerns, which in turn are related to in-service education". Actually, the argument that underpins the tridimensional model of professional development is that issues of professional development should not be viewed as isolated and separated events in a person's occupational life, but should rather be viewed holistically.

2.3.6.2 Legotlo's (1994) model for newly appointed principals

Legotlo's (1994) induction model for newly appointed school principals consists of five phases. These phases are pre-appointment, principal-designate, induction workshops, seminars and conferences, follow-up and evaluation. Legotlo (1994, p. 276) explains that each phase has activities or sub-programmes focused on eliminating problems of new principals and developing critical skills. The pre-appointment phase entails recruitment and selection. In the pre-appointment phase, an environment is created to address induction needs such as understanding the school setting, role expectations and conditions of employment (Legotlo, 1994, p. 277). Each of the pre-appointment phases of Legotlo's model, namely recruitment and selection, are described in the paragraphs that follow.

Recruitment

Legotlo (1994, p. 277) argues that the induction of new principals starts once the vacancy has been announced. According to this author, the circuit office has to prepare guidelines to help the selection panel and the prospective principals to have a picture of the setting of the school and the post establishment. Currently the Department of Education issues a circular to schools on "*procedures for the filling of vacant substantive posts*" in schools to guide role-players on the correct procedures to follow when filling posts in the Department. During recruitment, "pre-selection activities are performed to familiarise prospective principals with positions" (Legotlo, 1994, p. 277).

Selection

Legotlo (1994, p. 277) clarifies that the prospective principal should be provided with a variety of information concerning the school during the selection interviews. The interview should provide the opportunity for the newly appointed principal to see the actual setting of the school. Information about the expected role of the incumbent, conditions of employment and the problems of the school system should be communicated to the prospective principal. The pre-appointment phase should be properly planned to "ensure that the investment in these activities is highly profitable to the system and to the individual" (Legotlo, 1994, p. 277). Legotlo (1994, p. 277) concludes that the pre-appointment activities "should offer an opportunity to the prospective principal to be inducted into his role".

The principal-designate phase

This phase represents a crucial period for both the new principal and the circuit manager because a number of activities have to be undertaken. Firstly, the problems experienced by

new principals should be addressed and their induction needs identified. Some of the problems they encounter include ensuring that the new principal feels safe and secure, effective orientation regarding system policies and procedures, that the person understands circuit policies and procedures, locating accommodation and locating schools for the new principal's children (Legotlo, 1994, p. 279).

Legotlo (1994, p. 279) makes the point that the skills needed by new principals include how to relate to the circuit office, understanding the staff's strengths and weaknesses and role clarification.

Appointment entails the writing of a formal letter to the new principal to welcome him and to offer help and support. Following appointment there is an orientation session for all new principals where circuit policies and procedures are outlined. After orientation, the mentor for the new principal is selected in consultation with the new principal. The mentoring guide is made available to both the mentor and the new principal so that they use it as a useful guide to the mentoring relationship. The onset of mentoring entails a meeting between the mentor, a senior departmental official and the new principal. The meeting affords the new principal the opportunity to know his mentor and to prepare a tentative strategy for the implementation of the mentoring activity (Legotlo, 1994, p. 279). A visit to the out-going principal to get information on staff and learners is organised.

Induction workshops, seminars and conferences

Legotlo (1994, p. 280) elucidates that during this phase "a number of opportunities like workshops, seminars, conferences and mentoring are created to help the new principal to internalise the circuit system's expectations and policies and to develop essential skills to carry out their role more effectively". The administrative needs of new principals to be addressed during this phase include handling administrative work, budgeting and controlling school finances, education law and time management (Legotlo, 1994, p. 280).

Legotlo (1994, p. 280) identifies systems problems experienced by new principals as the shortage of physical facilities like classrooms, how to deal with learners who cannot buy books or pay fees, staff accommodation, shortage of teaching posts, water supply problems and learners travelling long distances.

New principals also need technical skills. Technical skills include the selection of deputies for appointment, staff evaluation, conducting effective classroom visits, dealing with incompetent teachers and managing stress and tension (Legotlo, 1994, p. 280).

The self-awareness skills of new principals include assessing job responsibilities in terms of the real role of principalship, having a vision along with an understanding need to achieve relevant goals, being aware of one's biases, strengths and weaknesses, portraying a sense of self-confidence on the job, and understanding that change is on-going, and that it results in continual changing of visions of principalship (Legotlo, 1994, p. 281).

Legotlo (1994, p. 281) identifies the social skills needed by new principals as knowing how to relate to school governing body members and the central office personnel, establishing good relations with other circuit officers, and having the ability to encourage involvement of all parties in the education community.

According to Legotlo (1994, p. 283) the '*circuit induction team*' should "organise workshops, conferences and seminars on identified themes like financial management, education law, how to handle an incompetent teacher, management of time, supervision of instruction and evaluation of staff and conflict management. The workshops should aim at equipping new principals with essential skills such as self-awareness skills, technical and social skills.

Mentoring takes place in this phase when the mentor proceeds to work closely with the mentee. The mentee visits the mentor for structured observations, shadowing and discussion time for inter-school visits. The mentor and mentee should put aside time for these activities.

Peer group idea-sharing enables the new principals to meet in a non-judgmental manner. It offers new principals opportunities to learn new skills and strategies in shadowing, collecting data and reflective interviews. It allows new principals to reflect on the nature of their job responsibilities. By sharing ideas, new principals gain a better picture of the dynamics and complexities of principalship. They learn how other principals lead their schools (Legotlo, 1994, p. 284).

The circuit office should "provide guidelines for *follow-up* visits" (Legotlo, 1994, p. 284). These visits are important to clarify assignments and questions and concerns raised by newly appointed school principals. Follow-ups are carried out to establish how far the identified problems have been minimised, and to provide further support to new principals. Legotlo (1994, p. 285) makes the point that the frequency of follow-up visits should be stated in the circuit induction policy. Follow-ups provide effective feedback to the new principal and also provide a picture of how the new principal is performing.

Legotlo (1994, p. 285) emphasises that "the mentoring component of induction is important". The mentor provides assistance and feedback to new principals. The mentor helps new

principals to focus on immediate concerns to help the new principal to develop a clear vision of what the organisation might become.

The evaluation phase of the programme seeks to measure whether the programme objectives were met to ensure that the activities were properly done, and the evaluation team, which Legotlo (1994) suggests should be based at the university, should clearly spell out the objectives of the evaluation. It should be decided beforehand who will participate in the evaluation and the time parameters for evaluation should also be stated. If the programme is not implemented according to the plan, reasons for deviating should be stated. The formative evaluation of the programme is conducted at a circuit or regional level to help in redirecting induction activities (Legotlo, 1994, p. 286). Legotlo's *New Principal Induction Programme* is illustrated below as Figure 2-2.

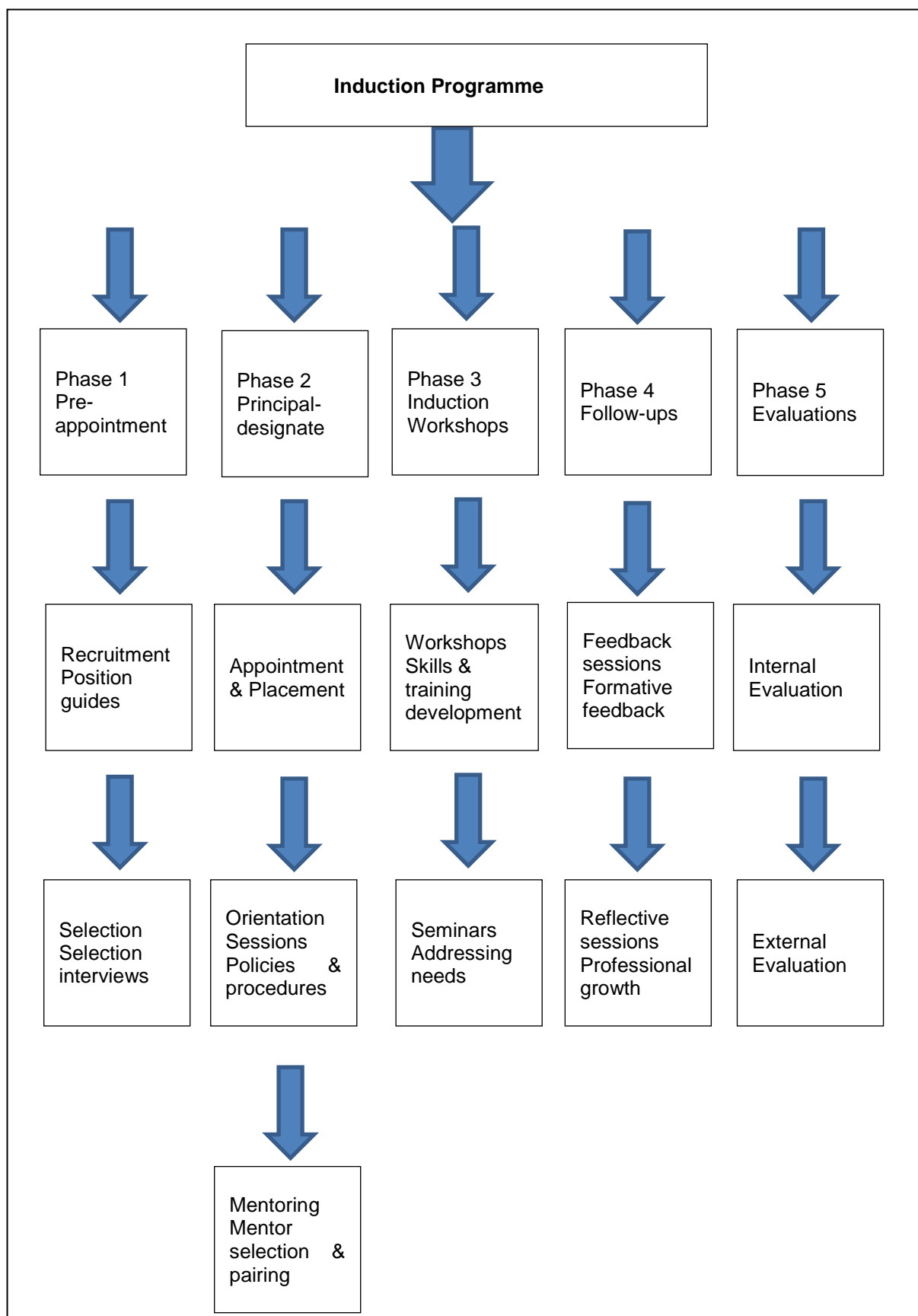


Figure 2-2: An illustration of Legotlo's model

Kitavi's (1995) model for beginning school principals in Kenya

Kitavi's (1995) model for the induction of beginning principals in Kenya adopted the clinical model of programme development. Kraker (1992) cited in Kitavi (1995:332) explains that a clinically designed programme must include the following: assessment of needs, setting of goals, designing the programme, implementation of the programme, and evaluation. Kitavi (1995:332) thus utilises the clinical model in his study as "a logical path for developing an induction programme for beginning principals". Moreover, the model has "what it takes to make a good programme because it takes into cognisance all the elements necessary for a programme that begins with the felt need and culminates with the control process" (Kitavi, 1995:332).

Kitavi's (1995) model shows that induction has "linkage phases" and includes activities normally associated with effective personnel management. The phases seek to select the best candidate and to help them adjust to their new position with ease. Kitavi (1995), whose focus was on beginning principals, explain that the goal of the induction process is to equip the beginning principal with knowledge and skills that will enable them to perform their management tasks effectively and efficiently. Each of the phases of Kitavi's (1995) induction process model is described in the paragraphs that follow.

Phase 1: Pre-service

The pre-service phase is the period after appointment and before taking up the position. After formal appointment, a number of activities are necessary in an attempt to induct the beginning principal before he takes up the principalship (Kitavi, 1995, p. 38). The activities must start immediately after appointment until the first day on the job. The beginning principal can now be acquainted with the school, community, position and personnel. A visit to the outgoing principal may be undertaken for proper handover before the school starts.

The beginning principal is also introduced to the stakeholders. According to Kitavi (1995, p. 38), this phase is especially important for an outsider and helps the beginning principal not to feel as a stranger when he or she begins his or her job for the first time.

Phase 2: Induction (first year)

Kitavi (1995) regards the first year as the induction phase in his study. According to this author, the first year is crucial. It is the real induction period, while the second and third years are seen as in-service for professional development, which is a continuous process. The beginner principal's needs are many and delicate during the first year. Much attention should be focused on the first year's activities because the first year sets the tone for the

“proceeding years of the principalship” (Kitavi, 1995 p. 39). Induction activities must be spread throughout the year, including workshops in the first term, seminars in the second term and conferences in the third term. Kitavi (1995) concludes that mentoring plays an important role during the first year of the induction phase.

Phase 3: *In-service phase (second and third years)*

Theory and practice are the hallmarks of the in-service phase (Kitavi, 1995, p 39). Kitavi (1995, p. 39) makes the point that beginning principals are chosen from the ranks of effective classroom teachers and deputy principals without prior proven academic preparation for the principalship. This phase must therefore include some formal course work such as workshops, seminars and conferences. Beginning principals are expected to attend several management courses during the in-service phase. An illustration of Kitavi’s (1995) induction process model is presented below.

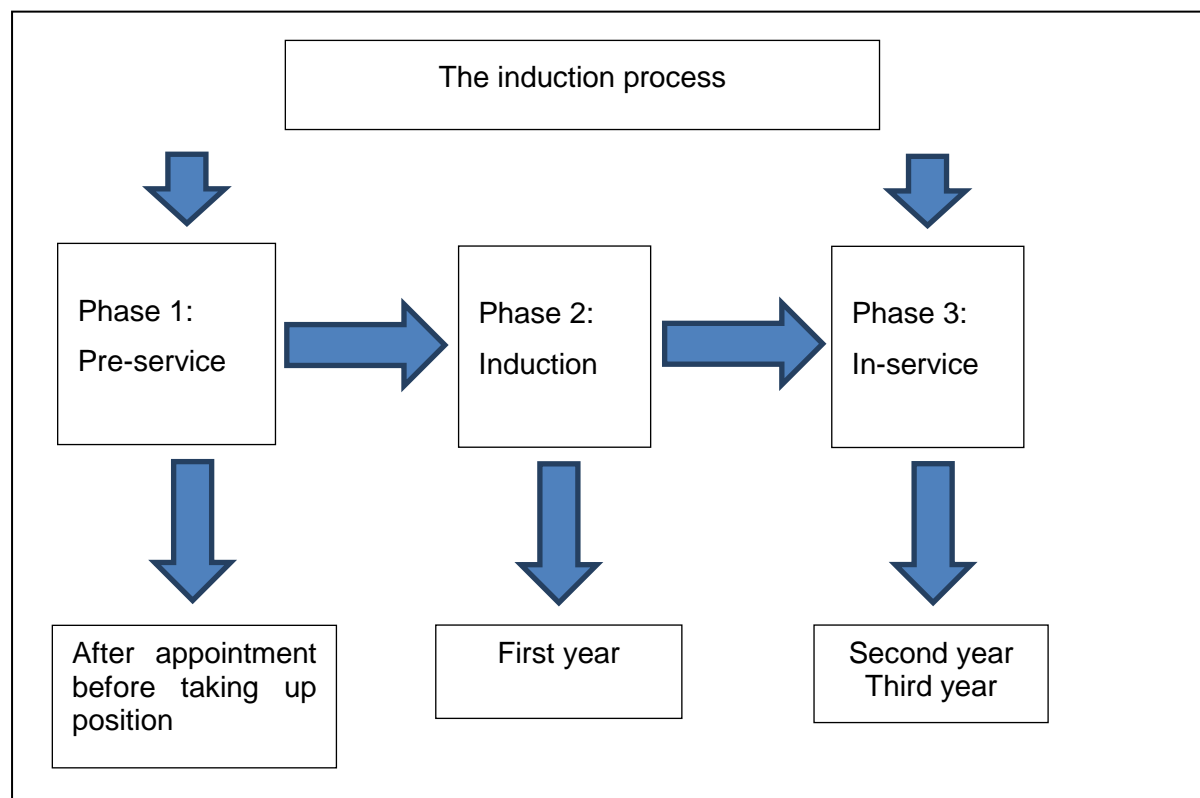


Figure 2-3: Kitavi’s (1995) induction process model

2.3.6.3 Wilmore’s (2004) Induction Partnership Model for new school leaders

The Induction Partnership Model was developed by Wilmore (2004), who credits well-known motivational speaker Stephen Covey for the philosophy underpinning the model. The

Induction Partnership Model (IPM) for new school leaders is relevant for the professional development of newly appointed deputy principals and emphasises collaboration between key role players during induction. The model encompasses multiple stakeholders working together to develop the newly appointed incumbent. If this partnership works well, argues Wilmore (2004), everyone involved in the induction process wins. When the participants agree to participate in the induction of the inductee they understand, accept their responsibilities and have ownership of the induction process (Wilmore, 2004). Villani (2006, p. 27) elucidates that Wilmore's Induction Partnership Model is a three-point plan for new school leaders in order to provide them with support for achieving the goals that they have set. The three points of the model can be described as follows:

Point 1: A Supportive Team

The implementation of the Induction Partnership Model should start with the identification of a team that should comprise of the stakeholders as suggested by Wilmore (2004, p. 13). Some of the roles have been adapted to suit the South African context. In the South African context, those stakeholders whose duty is to provide on-going support to newly appointed deputy principals in their professional development journey are added to the list. This would include experienced deputy principals, principals, the circuit and district offices, the school community, the South African Council for Educators (SACE), institutions of higher learning and family and friends. The key role players involved in the induction of newly appointed deputy principals are identified and their roles are clarified in the paragraphs below.

A specific mentor is someone who is an experienced deputy principal, principal or circuit/district manager. The person should be a respected educator who is accessible, easy to communicate with and must agree to serve rather than be required to serve. He/she should provide the mentee with support and help them during the transition to the deputy principalship.

A circuit or district representative is someone from the Education Management and Governance Development (EMGD) unit that deals with the professional development of School Management Teams (SMTs) and School Governing Bodies (SGBs). He/she must be committed to helping the mentee develop and must incorporate the circuit or district's strategic plan for human resource development. The departmental representative should also be able to identify the mentee's professional development needs in order to develop an appropriate and relevant skills development plan that can be considered for the induction of the newly appointed deputy principal.

A university, college of education or certifying agency can help to integrate the theoretical knowledge learned from the higher education institution to the reality of leadership in schools. The South African Council for Educators (SACE) as a certifying agency should research and develop a professional development policy that should describe how the professional development of educators and school leaders will be undertaken. The newly appointed deputy principal is expected to benefit from such a plan during induction.

A cluster or network of school leaders can collaborate with the newly appointed deputy principal and share experiences and challenges relating to management and leadership duties. The cluster will provide the newly appointed deputy principal with support and guidance during the transition to management and leadership.

Professional bodies or associations like the South African Principals Association (SAPA) provide professional growth and development opportunities for school leaders and the newly appointed deputy principal will benefit from these. They organise annual conferences to discuss current issues in management and leadership and these opportunities enable the newly appointed deputy to keep abreast of current developments in the field of school management and leadership.

Family and friends also assist to provide the newly appointed deputy principal with the emotional support and care that helps him/her to keep his or her focus on the new job. The newly appointed deputy's family environment is crucial as it will ensure that he or she is not depressed, which may lead to eventual burn-out.

School community relationships are also vital for the induction of the newly appointed deputy principal. The external school environment, which consists of the community's norms, values and culture will have an influence on how the newly appointed deputy principal adapts to his/her new role and to minimise the risk of him/her experiencing a culture shock.

Point 2: A Strategic Plan

A strategic plan for the induction of the newly appointed deputy principal (who may also be regarded as a mentee), can be set out as follows:

The induction team discusses effective structures and processes that should unfold during the induction of the newly appointed deputy principal. The team discusses the Integrated Quality Management System (IQMS) standards, which require the deputy principal to meet certain performance standards that describe his or her job. The newly appointed deputy principal talks informally about joys, concerns and frustrations with regard to his or her

preparation for the deputy principalship. He/she also discusses what is taking place at school as well as current and anticipated challenges.

The team has an initial discussion, connecting the issues the newly appointed deputy principal describes, to the appropriate standards. The ways in which the team can facilitate growth for the mentee are brainstormed and the potential goals of the process are set. The team discusses the merits or potential drawbacks of various tools for the on-going professional development of the newly appointed deputy principal. A 360-degree feedback tool that directly targets potential mentee strengths and weaknesses is designed.

The team determines the preliminary resources that may be needed. Benchmarks for mentee success are also determined. Cross-checks are made as a backbone of the model that holds each team member accountable for his or her input and responsibilities. The accountability system consists of on-going, cyclical assessment, modification, and refinement of plans and projects for the purpose of continuous renewal and growth for all stakeholders. Lastly, the team develops a preliminary timeline of meetings that suits each team member's schedule. This will vary from team to team, and there is no required number of meetings.

Point 3: Team Implementation

The implementation process of the model should be on-going to ensure change, growth and reflection for each stakeholder. Each stakeholder is expected to support other stakeholders, to respect the diverse perspective of each member, and to focus on helping the mentee develop knowledge and skills to improve their leadership and management skills to improve student outcomes. There is also a necessity for evaluation of the implementation of the process to determine if it has achieved its outcomes.

An illustration of the Induction Partnership Model is presented below. The version of the model presented in this study is based on the original work of Wilmore (2004).



Figure 2-4: The Induction Partnership Model (adapted from Wilmore, 2004)

2.3.6.4 Bush and Oduro's (2006) model for leadership preparation and induction in Africa

Bush and Oduro (2006, p. 373) constructed a model that is based on the twin assumptions that schools are more likely to be effective if they have good leadership and that leaders are “made not born”. This assumption resonates with the preparation of deputy principals in South African schools. These authors argue that specific preparation of school leaders is required if teachers, learners and communities are to have the schools they need and deserve. Bush and Oduro's (2006) model assumes that the appointment of principals and other school leaders should be based on a systematic assessment of leadership potential that is linked to judgments about acceptability within local communities. The model provides

the potential for a significant improvement on the current position regarding leadership development and preparation in most African countries. It has been discovered that “appropriate training, recruitment and induction” do not ensure that principals are equipped with the required skills, knowledge and motivation to lead their schools effectively, but the model establishes a foundation for the preparation, induction and practice of school leadership in Africa, with a specific focus on new school leaders. Bush and Oduro’s (2006) model is illustrated as Table 2-1

Table 2-1: Bush and Oduro’s (2006) Model for Leadership Preparation and Induction in Africa

Component	Western countries	Africa (current)	Africa (proposed)
<i>Educational budgets</i>	Good	Very limited	Limited, but to be augmented by systematic funding
<i>Preparation capacity</i>	Good	Very limited	Limited, but to be developed through a ‘train the trainers’ programme
<i>Nature of preparation for principals</i>	Variable, but increasingly pre-service	Limited and usually in-service	Coherent in-service preparation
<i>Qualification</i>	Variable but often leading to an academic or professional qualification	Variable, but usually no accreditation	Certificate in school leadership
<i>Funding</i>	Government and/or candidate funding	Very limited, <i>ad hoc</i> and episodic	Long-term donor funding
<i>Appointment</i>	Based on formal qualifications	Based on teaching experience and competence plus political and/or cultural factors	Based on teaching experience and leadership potential assessed by trained principals
<i>Induction</i>	Often linked to further specific preparation and may include mentoring	Little formal induction	To include in-service preparation, networking and mentoring from an experienced principal

2.3.6.5 Chu and Cravens' (2012) model for new principal professional development

Chu and Cravens (2012, p. 194) developed a model that may “serve as the knowledge base for the construction and implementation of the new principal development system in China”. They call this model the *Leadership competency-building* model. While the model was designed to suit the Chinese context, it comprises of a set of key elements of principal professional development that may gain universal application in the area of the professional development of school leaders. According to the model, there are three main functional areas of the professional development of school leaders, namely content focus, training methods and assurance of equity and quality. Each of the main functional areas of the leadership competency-building model is described below.

Content focus: According to Chu and Cravens (2012, p. 194), training programmes should be designed to improve principal expertise and practices in transformational, moral, instructional and distributed leadership; should employ field-based learning practices and encourage action research.

Training methods: Training programmes should incorporate the use of reflective skills; have a component where academic advisors and field experts work hand-in-hand to provide guidance and support; value learner-centred approaches where the needs of each principal trainee can be assessed and provided with tailored training plans; and use a cohort model to encourage peer-to-peer learning (Chu & Cravens, 2012, p. 195).

Assurance of equity and quality: Chu and Cravens (2012, p. 195) explain that training programmes should be accessible to all school principals, especially to principals from economically disadvantaged areas; be provided by qualified faculty and staff who have opportunities to regularly upgrade their own knowledge and skills; implement regular certifying evaluations with training institutions; and provide timely feedback and technical assistance for improvement. An illustration of the leadership competency-building model is provided below.

Table 2-2: Leadership Competency-Building Model (Chu & Cravens, 2012)

Leadership Competency-Building Model			
	Challenges	Leadership Demands	Leadership Training
Reform priorities	Well-Rounded Quality Educational Equity	Transformational leadership Moral leadership	Knowledge, skills and practices that lead to enhanced

Leadership Competency-Building Model			
	Challenges	Leadership Demands	Leadership Training
Reform enactment measures	Curriculum Reform Governance Reform (Decentralisation and School-Based Management)	Instructional leadership Transformational Leadership Distributed leadership	performance in the Quality-oriented Education core measures

2.3.7 Synthesis

A scrutiny of the induction models mentioned in this study has culminated in the conceptualisation of a proposed integrated induction programme for the professional development of newly appointed deputy principals. The envisioned programme takes into cognisance the properties of the induction models discussed in this study, and integrates these properties into a coherent whole to form the suggested integrated model of professional development for newly appointed deputy principals. The features of the induction models that are integrated into a coherent induction programme for deputy principals are described in the paragraphs that follow.

Dareesh and Playko's (1992) tridimensional model of professional development identifies three key tenets that form the basis of a potential model of professional development. The authors' contention that professional development starts with pre-service training, continues with induction and culminates in professional development, provides a fundamental point of departure for the development of a potentially effective induction or professional development programme. What can also be inferred from this model is that induction is not a once-off event, but should be followed up with a rigorous programme of on-going professional development.

The model of Legotlo (1994) indicates that an induction programme for principals consists of five phases, namely, pre-appointment; principal-designate; induction workshops; follow-up and evaluation. According to this author, each main phase of the programme consists of sub-programmes that are focused on addressing the problems of new principals and developing in them critical skills that are needed for optimum performance of their duties. The *pre-appointment phase* comprises of activities such as recruitment of potential principals and their selection through various selection tools like the interview. The *principal-designate phase* consists of activities like appointment and placement, orientation, mentoring and a meeting with the outgoing principal to share information about staff and students. The third phase involves *workshops, seminars and conferences*. During this phase the new principal

has to acquire skills such as administrative skills, systems skills, technical skills, self-awareness skills and social skills. The *follow-up* phase involves mainly feedback and reflective sessions. During the *evaluation phase* an evaluation of the programme is conducted to determine whether objectives had been met. It can be both formative and summative evaluation.

Kitavi's (1995) model is based on the clinical model because he argues that the clinical model meets most of the characteristics of an effective model. According to Kitavi (1995), an induction programme for principals should comprise of the following phases: assessment of needs, setting of goals, designing the programme, implementing the programme and evaluation of the programme. Kitavi (1995) justifies the efficacy of his model by arguing that the model is a logical path for developing an induction programme for beginning principals, and that it has what it takes to make a good programme because it takes into cognisance all the elements necessary for a programme that begins with the felt need and culminates with the control process.

Wilmore's (2004) Induction Partnership Model argues that the induction of new school leaders should be a partnership of key stakeholders involved in the professional development of school leaders. Villani (2006) elucidates that Wilmore's Induction Partnership Model is a three-point plan for new school leaders to provide them with support for achieving the goals that they set. The three points of the model are: a supportive team, a strategic plan and team implementation. The implementation of the Induction Partnership Model should start with the identification of a team that should comprise of the stakeholders who are involved in the professional development of school leaders. A strategic plan of how the induction programme will be implemented should be developed. The implementation process of the model should be on-going and there should be constant monitoring and evaluation to ensure that the objectives are met.

Bush and Oduro's (2006) model on leadership preparation is based on the dual assumption that schools are more likely to be effective if they have good leadership and that leaders are "*made not born*". These authors argue that specific preparation of school leaders is required so that school communities can have the kind of schools that they envisage. While it has been argued that 'appropriate training, recruitment and induction' do not ensure that principals are equipped with the required skills, knowledge and motivation to lead their schools effectively, the model establishes a foundation for the preparation, induction and practice of school leadership in Africa, with a specific focus on new school leaders.

Chu and Cravens' (2012) *Leadership Competency-Building Model* identifies three main functional areas of the professional development of school leaders, namely content focus, training methods and assurance of equity and quality. *Content focus* involves the design of training programmes to improve principal expertise and practices in transformational, moral, instructional and distributed leadership; employs field-based learning practices and encourages action research. The *training methods* that are used in this model should incorporate the use of reflective skills; have a component where academic advisors and field experts work hand-in-hand to provide guidance and support; value learner-centred approaches where the needs of each principal trainee can be assessed and provided with tailored training plans; and use a cohort model to encourage peer-to-peer learning. The last functional area of this model '*assurance of equity and quality*' implies that training programmes should be accessible to all school principals across a diversity of contexts and should be provided by qualified staff.

The integrated induction programme for the professional development of newly appointed deputy principals is based on the assumption that leaders should be professionally developed in order to lead capably and manage effectively. The integrated induction model comprises of the features of the *Tridimensional Model of Professional Development* (Daresh & Playko, 1992); Legotlo's *New Principal Induction Programme* (1994); Kitavi's (1995) *Induction Process*; Bush and Oduro's *Leadership Preparation Model*' (2006); and Chu and Cravens' (2012) *Leadership Competency Building Model*. The integrated induction programme forms the basis of the induction programme that is described in Chapter 6.

The Integrated Induction Programme for New Deputy Principals (IIPNDP) recognises that induction is normally preceded by pre-service training. Pre-service training for deputy principals entails initial teacher training, and more recently completion of the Advanced Certificate in School Management and Leadership (ACE SML). Prior to the introduction of the ACE SML, deputy principals were appointed on the basis of their track record as good teachers.

The recruitment, selection and appointment of deputy principals follow their pre-service training. The process, procedures, rules and guidelines that relate to the appointment of deputy principals in South African schools are regulated by policy (see 2.3.4). The recruitment process culminates in the placement of the newly appointed deputy principal who, in the view of the selection panel, is the most suitable candidate for appointment to the post.

Induction follows the appointment of new deputy principals and seeks to provide them with professional support during the transition period into leadership and to help them survive the first years and last the distance in their role as deputy principals. The role players who are expected to induct the newly appointed deputy principal include a supportive team that should develop a strategic plan for the induction of newly appointed deputy principals and implement it.

The induction support team is envisaged to provide support at the personal, social and professional levels to ensure that the induction and subsequent continuing professional development of the newly appointed deputy is holistic. The kind of support provided entails content focus, training methods and issues of equity and quality.

The last 'leg' of the three-legged integrated induction programme for new deputy principals entails continuing professional development. It has been argued elsewhere in this study (see 2.2.2.4), that professional development is a continuous process that should last throughout a person's career.

2.4 Summary

This chapter explored the nature of professional development and described various aspects and dimensions of the concept. Professional development is described as an on-going process to acquire knowledge, skills and abilities in order to make newly appointed deputy principals lifelong learners and to enable them to provide management and leadership for quality teaching and learning to improve learning outcomes. The discussion probed the concept of induction, including viewing it within the context of human resource management. The chapter continued with an illumination of policy requirements for the recruitment and selection of deputy principals in South African schools. There was also a scrutiny of several induction models and a description of a suggested theoretical integrated induction programme for new deputy principals.

CHAPTER 3

THE PROBLEMS THAT NEWLY APPOINTED DEPUTY PRINCIPALS EXPERIENCE AND THE SKILLS THEY NEED

3.1 Introduction

This chapter endeavours to determine from literature, the problems experienced by newly appointed deputy principals and the skills that they need to perform optimally. The first part of this chapter examines the problems experienced by newly appointed deputy principals as they transition from the position of departmental head to deputy principalship. It is necessary to explore the problems that newly appointed deputy principals experience in order to identify their professional development needs. The second part of the chapter pays attention to the skills they need in order to perform effectively. Newly appointed deputy principals may struggle to adapt to their new leadership role and to succeed in their task if their skills needs are not met. The identified problems experienced by newly appointed deputy principals and the skills they need to perform optimally inform the induction programme for newly appointed deputy principals that described in Chapter 6. The chapter concludes with a synthesis of the literature on problems and skills for newly appointed deputy principals.

3.2 Contextualisation

The point of departure in the contextualisation of the problems of newly appointed deputy principals is the presupposition that new staff members have adjustment problems of varying degrees, which justifies the planning and implementation of induction programmes (Bondesio & de Witt, 2010, p. 239). Accordingly, the problems experienced by newly appointed deputy principals have to be identified to address their potential adjustment problems and to plan and implement an induction programme that is tailored to suit their professional development needs. The identification of the problems that newly appointed deputy principals experience is a necessary first step in a process that should culminate in the development of an induction programme for their professional development.

There is a dearth of literature on deputy principalship (Bush, 2011; Cranston et al., 2004; Harris et al., 2003), especially with a focus on problems experienced by newly appointed deputy principals. This lacuna in the scholarship makes the identification of the problems experienced by newly appointed deputy principals a daunting task. However, when considering the global body of literature, there is some literature available on the role of deputy principals. Although the literature does not explicitly discuss the problems

experienced by newly appointed deputy principals, it provides useful information about issues that affect deputy principals in their supportive role to the principal. In addition, the Personnel Administrative Measures (PAM) document highlights the duties and responsibilities of the deputy principal in South African schools and it may be anticipated that the deputy principal may experience some problems in performing the duties that are described in the PAM document.

Some problems experienced by newly appointed deputy principals seem to be generic and to overlap with those experienced by new teachers and principals. Due to the limited availability of literature that focuses specifically on problems experienced by deputy principals, this study makes use of major associated works on school leadership because of their close relationship with the role of the deputy principal. Most of these sources are outdated, but the sources are still relevant, valid and trustworthy in the current South African education context and in this sense compensate for the lack of literature on specifically deputy principalship.

In an effort to identify the problems experienced by new deputies, the discussion examines a typology of problems that are experienced by new staff in a variety of contexts as found in similar studies that have been conducted in this area of study. The potential problem areas for newly appointed deputy principals can be garnered from similar studies, which include those conducted on new principals (Kitavi, 1995; Legotlo, 1994; Maake, 2013, Thobi, 2010), newly appointed deputy principals (Barnett, Shoho & Oleszewski, 2012; Potgieter, 1990), circuit managers (Smit, 2002), school managers (Seipobi, 2012) and newly appointed teachers (Grayson & Alvarez, 2008; Le Maistre & Pare, 2010; Peloyahae, 2005; Somo, 2007). The problems experienced by newly appointed teachers are similar in many respects to those experienced by educators at different post levels. Problems such as stress (Grayson & Alvarez, 2008; Peloyahae, 2005; Sharplin, O'Neill & Chapman, 2011), isolation (Maistre & Pare, 2010), and discipline and school-community relations (Somo, 2007), to name but a few, have been reported. It would therefore seem that the problems experienced by newly appointed deputy principals are similar in many respects to those experienced by newly appointed teachers, principals, school managers and circuit managers. In addition, Barnett et al. (2012, p. 96) maintain that "the challenges of assistant principals (deputy principals) are similar to what beginning principals have reported". The aforementioned is another reason to draw on the literature about problems experienced by newly appointed educators across the different post levels in the education system. These problems, which can be inferred from the abovementioned studies, include personal problems, administrative

problems, problems with personnel, internal relations problems, learner problems, external relations problems and general problems.

3.3 Problems Experienced by Newly Appointed Deputy Principals

An examination of problems experienced by newly appointed deputy principals starts with a scrutiny of the personal problems that they encounter. Effective self-management is a crucial part of any school leader's occupational life and an understanding of personal problems and the needs of newly appointed deputy principals is imperative for their induction. Other problems that are described in this section include personal problems, administrative problems, problems with personnel, internal relations problems, external relations problems and general problems. As it can be deduced from the list of problems indicated above, these problems affect every part of the school system where the deputy principal works daily and they should be able to circumvent them.

3.3.1 Personal problems

The personal problems that newly appointed deputy principals experience include personal concerns and needs, professional isolation, lack of feedback, problems with role clarification, limited technical expertise, problems of insufficient time and problems of socialisation in the profession and in the individual school. Each of these categories of problems are described in depth in the paragraphs that follow.

3.3.1.1 Personal concerns and needs

Stress is identified as one of the personal problems that newly appointed deputy principals often experience across all post levels in the education system (Grayson & Alvarez, 2008, p. 1349; Peloyahae, 2005, p. 1; Sharplin et al., 2011, p. 136). Newly appointed deputy principals may experience stress during their transition to deputy principalship. Some of the stress may come from what Lashway (2003:2) describes as stress experienced by school leaders as they try to adjust their textbook understanding of leadership to the real world of practice. The stress is caused by demands placed on them by the new and unfamiliar work environment in which they have started to operate. Crow and Matthews (1998) add that new school leaders have to learn how things are done at their new school and the support that they need to learn the ropes is often not forthcoming. In an environment where the newly appointed deputy principal attempts to learn the ropes of the position without adequate support, it is likely that the individual will experience stress. Oplatka and Tamir (2009) regard the role of the deputy principal as being stressful, formal and administrative-oriented. The

impact of the stress on the well-being of the newly appointed deputy principal is best summed up by Smit's (2000) caution that stress has an effect on people's productivity, sense of wellbeing and physical and emotional health.

The practice of relocating to a new residential area upon appointment to a new position is a problem that is generic to newly appointed personnel in the Department of Education (DOE). It is likely that a deputy principal who is appointed at a school in a different circuit or district may experience relocation problems. Legotlo's (1994) study on newly appointed principals reveals that a person who has been appointed at a school in a different circuit or district may experience problems such as finding suitable accommodation for their family, arranging transportation, getting a school for their children, finding religious, cultural, and recreational facilities, and finding work for their spouse (Legotlo, 1994, p. 52). These problems are still a reality and may contribute to stress and a feeling of isolation for the principal, and arguably for the newly appointed deputy principal as well. Legotlo (1994, p. 53) adds that heavy workloads and many day-to-day frustrations due to limited resources and staff problems may cause stress and burnout for principals. It is probable that newly appointed deputy principals may experience similar stress and burnout in their new role due to the high demands of a new post and family matters.

The relationship between the newly appointed deputy principal and the school principal, staff and parents may cause tension. Barnett et al. (2012) state that deputy principals may experience resistance and tension when working with teachers who are weak, have low morale or are not child-centred. The experience in the current education dispensation in South Africa is that underperforming teachers are difficult to manage and may become a nightmare for the newly appointed deputy principal. The deputy principal may also be under pressure to match or surpass the predecessor's accomplishments or record and this can add to the tension that may be experienced.

3.3.1.2 Professional isolation

Deputy Principals are not immune from isolation, just like their principal counterparts. Lashway (2003, p. 7) posits that "many beginners report a strong sense of isolation", probably as a result of transitioning to leadership. Assuming the role of a deputy principal can lead to the isolation of the newcomer because it carries much responsibility and people react differently to someone who occupies a management position. Daresh and Arrowsmith (2003) point out that researchers have noted that new leaders receive signals from teachers, fellow leaders, parents, community members, learners and even immediate family members that suggest that they are somehow different now from how they were in the past. The

change in approach and professional behaviour by new deputy principals may induce colleagues to keep them at arm's length, thereby isolating them. Moreover, staff may react differently to the new deputy principal if they believe that the new person's approach is completely different from the previous deputy's approach.

The world of newly appointed principals, which may be similar to that of new deputies, is described by Kitavi and Van der Westhuizen (1997) as filled with considerable anxiety, frustration and professional isolation. These emotions that newly appointed deputy principals will likely show, stem from their new role that they are keen to fulfil successfully. According to Daresh and Arrowsmith (2003) school leaders feel stress increasing because they do not have time to do everything they need to do and feel isolated if there is no one who can help them do what they have to do. Fidler and Atton (2004) add that professional isolation is one factor inhibiting individuals from seeking promotion to school leadership positions. Lunenburg and Irby (2006) describe isolation as the enemy of school improvement. Arguably, deputy principals may not be able to contribute to school improvement efforts if they feel isolated.

Daresh and Arrowsmith (2003) provide a useful strategy that might assist newly appointed deputy principals to reduce their isolation. According to these authors, the newcomer should forge links with key people inside and outside their school, including the administrative staff, the SMT and the teachers. Newly appointed deputy principals should also learn that professional isolation can either be reduced or increased by the relationship that the newly appointed deputy principal has with the principal.

3.3.1.3 Lack of feedback

Lack of feedback can create adjustment problems for newly appointed deputy principals because they need feedback regarding their performance to aid their professional development. The importance of feedback to promote effective communication is emphasised by Prinsloo (2003), who reasons that during face-to-face communication, feedback is available immediately and it ensures effective communication. Prinsloo (2003) and Van der Westhuizen (2010) regard communication as one of the most important management tasks of the education manager, and feedback is an integral part of communication. Looek et al. (2006) concur that an extremely important aspect of educator evaluation is the ability to provide feedback. Although the revelation of the new deputy principals' weaknesses is not a pleasant task, it is necessary for them to know areas that need improvement in their work.

In order to ensure that new deputy principals do not lack feedback about their performance, Loock et al. (2006, p. 86) suggest strategies to ensure that feedback is regarded as an art and becomes effective. According to these authors, feedback can become effective by developing a flexible trust relationship, developing good listening skills, cultivating good interpersonal relationships and credibility, always giving feedback about positive work performances and then gradually moving to the areas where improvement is needed and setting combined improvement aims. Kohm and Nance (2007, p. 101) provide advice to principals that is arguably equally applicable to deputy principals: “principals also need to learn from mistakes. Staying open to a range of feedback is as important as it is difficult”.

Without feedback new deputy principals may be uncertain of their performance. Conversely, a well-structured support system may enable new deputy principals to improve their performance.

3.3.1.4 Problems with role clarification

There is evidence in the literature to indicate tensions concerning the role of the deputy principal in comparison with the principal, and the lack of clarity regarding the ideal role of the deputy principal in schools (Goldring et al., 2008; Harris et al., 2003; Petrides, Jimes & Karaglani, 2014). Several studies point out a lack of a real leadership role for many deputy principals (Harvey, 1994; Koru, 1993; Marshall, 1992). Cranston et al. (2004) criticise the clarification of the role of the deputy principal and maintain that it is described in terms of traditional and restricted sets of administrative, managerial and custodial responsibilities. A more pronounced critique of the clarification of the deputy principals' role is provided by Harvey (1994 p. 7), who argues that the role of the deputy principal has been a “wasted educational resource in education systems”. According to this author, the role of the deputy principal is focused on a mosaic of administrative routines that contribute to the maintenance of organisational stability in the school, and deputy principals have not been given responsibility for the curriculum and for leadership in the teaching-learning process. Arar (2014) adds that the role of the deputy principal is arduous and complex as a result of vague role definitions. This statement particularly supports the rationale for an induction programme for newly appointed deputy principals.

The ambiguity of the role clarification of the deputy principal can also be viewed in light of Golanda's (1991) view that the position of deputy principal emerged without a proper philosophical basis and that the development of the deputy principalship as a profession has continued to be more a matter of expedience than an end product of careful planning. The idea of the limited role of the deputy principal is also accentuated by Koru's (1993, p. 70)

elucidation that the role “centres on routine clerical tasks, custodial duties and discipline”. The nature of the deputy principal’s routine tasks highlight tasks that are brief, various and fragmented. In this vein, the problem with the unclear role of the deputy principal is that leads to a situation where the deputy principal is unable to lead and manage the increasingly complex and changing nature of the school environment.

Studies conducted in other parts of the world reveal that deputy principals themselves are demanding a greater involvement in instructional leadership and management of school-level change (Harvey, 1994; Norton & Kriekard, 1987). It would seem that deputy principals are not content with the duties that are delegated to them, mainly due to the fact that such duties entail an assortment of administrative duties. A scrutiny of the empirical evidence by these leading scholars indicates that this trend seems to be a global trend and the South African situation is no exception.

The relationship between the deputy principal and the principal is another factor that compounds the ambiguity of the role of the deputy principal. Golanda (1991) makes the point that the deputy principal plays a supportive and complementary role to the principal and performs traditionally assigned and delegated responsibilities determined by the principal. In such a relationship, the scope of duties performed by the deputy principals fails to prepare them adequately for the role of the principal. The deputy principal is often delegated a set of *ad hoc* tasks and these do not prepare them adequately for the principalship (Harvey, 1994, p. 16; Petrides & Jimes, 2014, p. 176). The relationship between the deputy principal and the principal can be viewed as that of the principal as a leader and the deputy principal as a manager (Hartzell, 1993). Cranston et al. (2004) conclude that the term ‘deputy’ implies a role that is subordinate, relational and dependent on another individual and may not fully acknowledge the qualifications, expertise and experience held by those in such positions.

3.3.1.5 Limited technical expertise

The experiences of Kohm and Nance (2007) on learning the differences between the concepts *leader* and *leadership* highlight the need for new school leaders to be taught the *how to* of school leadership. Newly appointed school leaders like deputy principals seem to lack the knowledge of how to perform their management functions. Arar (2014) warns that deputy principals have limited technical expertise, therefore they need better role-related training and supervision that considers the requirements of the school settings and culture.

The fact that the deputy principal was traditionally considered as the school caretaker (Arar, 2014) and that their functions are determined by the principal and may fluctuate daily,

demonstrates a lack of professional preparation and equipping the deputy principals with much needed technical skills. Harris et al.'s (2003) review of the literature on the professional development of deputy heads in England revealed that the deputies lacked experience, training and guidance to perform their new tasks. The problems experienced by deputy principals are not unique to one specific context, but are a global phenomenon (see par 3.2). It would seem that South African deputy principals find themselves in the same boat.

School leaders who participated in a study conducted by Daresh (2006, p. 13) indicated that they needed technical skills more than other skills such as socialisation, self-awareness and role awareness skills. Newly appointed school leaders such as deputy principals regard technical skills as the most critical skills to be developed for them to be successful. What can be inferred from Daresh's (2006) study is that new deputy principals need technical skills to understand how to perform their new management functions, and once they know how to perform their duties, it is crucial for them to learn other skills as well. Additional skills that deputy principals need as they gain more experience include socialisation and self-awareness and role awareness skills (see par 3.4.1).

3.3.1.6 Problems of socialisation in the profession and in the individual school

Newly appointed deputy principals may experience problems regarding how they are socialised into the profession and the school. Ardts, Jansen and Van der Velde (2001, p. 159) define socialisation or organisational socialisation as the learning process by which newcomers develop attitudes and behaviours that are necessary to function as a fully-fledged member of the organisation. Arguably, socialisation problems may arise if the newly appointed deputy principal does not develop the professional behaviour that will help him or her to adapt to the new position. Crow (2007) and Steyn (2013) distinguish between professional and organisational socialisation and it can be argued that the newly appointed deputy principal will undergo these types of socialisation. In the context of this study, the organisation refers to the official education organisational structure, which includes both the formal education authorities and the school as a particular education entity. According to these authors, the newcomer becomes productive sooner if the socialisation process is more effective and efficient. Socialisation can be viewed as a learning process during which a newly appointed employee learns a new role and it consists of a number of phases (Ardts et al., 2001, p. 159; Crow, 2007, p. 52).

The three phases that constitute socialisation are identified by Ardts et al. (2001) as the anticipatory, encounter and acquisition phases. Each of these phases are clarified in the

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discussion that follows in this paragraph and are related to the socialisation of newly appointed deputy principals in South African schools. In the *anticipatory phase*, the deputy principal is prepared for work and makes a choice for a specific job or organisation through school, family and friends (Ardts et al., 2001). Ardts et al. (2001) elucidate that the deputy principal gets in touch with the new organisation for the first time during the *encounter phase*. During this phase the newcomer is expected to adjust his or her attitude and behaviour, while problems may be experienced if the newly appointed deputy principal fails to adjust his or her attitude and behaviour to the new position. In the *acquisition phase* the deputy principal adjusts to the tasks, roles, values and norms of the school and the organisation in the long term (Ardts et al., 2001). Newly appointed deputy principals arguably pass through these phases and need to be professionally supported so that they can function optimally and to minimise socialisation problems.

Professional socialisation occurs both at an anticipatory stage, during prior experiences and when the individual is intentionally preparing to take on an occupational role such as deputy principalship (Crow, 2007). Crow (2007) clarifies further that professional socialisation provides the knowledge, skills and values that an individual will need to carry out the deputy principalship, regardless of the school. The efficiency of socialisation is crucial for newly appointed deputy principals and can help to minimise adjustment problems.

Organisational socialisation focuses on the specific context where the role is being performed (Crow, 2007) and the context of this study refers to the school where the new deputy principal is appointed. This type of socialisation emphasises how things are done at a school and includes the values, norms and requirements of the school (Crow, 2007). It is necessary that the newly appointed deputy principal should have knowledge of the micropolitics of the environment in which they work to understand its culture. Daresh (2006) points out that the environment in which the new school leader works consists of the culture, traditions and history of schools and districts and this is an environment in which newly appointed deputy principals may find themselves. It can therefore be assumed that not knowing about this environment may hinder newly appointed deputy principals in their ability to do their jobs and hamper effective socialisation.

Another problem with the socialisation of newly appointed deputy principals relates to learning about the culture of the deputy principalship as a career. In line with the explanation provided by Daresh (2006), learning about the culture of the deputy principalship as a career refers to how deputy principals are supposed to act, what they are supposed to know and what they are supposed to do. Perhaps it is befitting to ask a question similar to the one

Daresh (2006) asks about the principal, in other words: *What does a deputy principal look like?* The response to this question could provide an understanding of what attributes are needed to function as a deputy principal.

From the above exposition, it seems that the personal problems experienced by newly appointed deputy principals include the following:

- Stress
- Tension
- Family matters, such as finding suitable accommodation for the family
- Professional isolation
- Difficulties caused by the previous deputy's influence
- Exercising authority
- Lack of feedback
- Problems with role clarification
- Limited technical expertise, and
- Problems of socialisation in the profession and in the school.

Personal problems such as stress and tension may affect the new deputy principal's focus, concentration and enthusiasm for their new role. These problems may be compounded by feelings of professional isolation, the legacy left by the new deputy's predecessor or even the deputy's uncertainty about what to do as a new job incumbent. The second phase of the research examines the extent to which these problems are experienced in practice empirically to ascertain whether deputy principals currently experience the personal problems.

3.3.2 Administrative problems

Some of the administrative duties and responsibilities of the deputy principal include assisting the principal with school finance and maintenance of services and buildings, planning and management of expenditure; allocation of funds or resources; the general cleanliness and state of repairs of the school and its furniture and equipment; and supervising annual stock-taking exercises (ELRC, 2003). In order to perform these duties and responsibilities, the deputy principal needs professional support, but concomitant administrative problems may arise if the support is not forthcoming.

Problems that make the administration of schools difficult have been highlighted more than two decades ago, but some of these problems seem to still dog the education system today and make the daily operations of schools a mammoth task. In their study that focused on beginning principals, Legotlo and Van der Westhuizen (1996:401) suggest that both beginning and experienced principals in South Africa face new challenges. Therefore, more urgent information is needed on the problems facing beginner principals and possible ways of helping them jump the first hurdles (Legotlo & Van der Westhuizen, 1996). While these authors focus on the principal and not the deputy principal, the administrative problems that schools face do not affect principals only, but rather the whole School Management Team (SMT), including the deputy principal. Therefore, in order to be effective, the deputy principal should have knowledge of problems that are likely to hamper the effective administration of the school.

In the course of the performance of the financial management duties, deputy principals may experience problems with financial planning, financial monitoring and control, and the allocation of resources. Although it is expected of newly appointed deputy principals to be allocated financial management duties and responsibilities by their principals, Mestry and Bisschoff (2009) stress that many principals lack the confidence and skills to engage in financial management and subsequently delegate some of their duties and responsibilities in this regard to deputy principals. In similar vein, Mestry and Bisschoff (2009) hold the view that “school managers” need to receive guidance with budgeting and financial management as the areas where they have the greatest development needs. Financial monitoring and control requires the deputy principal to ensure that checks are in place to ensure that goals are achieved, sound accounting practices are implemented and information is shared (Mestry & Bisschoff, 2009). Failure to carry out financial monitoring and control may create administrative problems that are likely to affect the financial management of the school negatively.

The deputy principal's involvement in the maintenance of school services and buildings is a critical aspect of facilities management, which the principal may be delegated to the deputy principal. Xaba's (2012) study on an analysis of facilities maintenance in South African schools show that coordinators of this function, such as principals and deputy principals, are not adequately developed to perform this function and this is problematic. Facilities maintenance is a “specialist function that requires specialist knowledge and skills to execute” (Xaba, 2012, p. 215). Whoever performs this function should know what they are doing. Currently, the DOE recognises that these problems merit urgent attention because the problems militate against the creation of a culture of effective teaching and learning in the

school. The DOE (2012) indicates that one of the most visible forms of inequality in the provision of resource inputs has been the physical teaching and learning environment, which includes infrastructure, basic services, equipment and furniture. In order to minimise these problems, the DOE has published the National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment.

The DOE (2012) mentions that the policy seeks to guide the provision of an enabling physical teaching and learning environment that is sustainable and equitable for all learners in South Africa. In addition to providing new infrastructure, it is expected that the school should maintain its existing services and buildings and that the deputy principal has a crucial role to play in this regard. The creation of a suitable learning environment is one of the problems that deputy principals will grapple within their roles as managers and potential problems that may be experienced in this regard should be minimised. In an environment where the school facilities and infrastructure inadequate for effective teaching and learning to take place, deputy principals may have their hands full in an attempt to deal with the situation. Schools need sufficient administration, educational and education support spaces in order to enable management to carry out the day-to-day running of the school effectively.

Deputy principals may experience problems with inadequate time to perform their administrative duties. Moreover, Steyn and van Niekerk (2012) argue that one of the best ways to improve a person's self-management is to improve their time management. Helps (1994, p. 244) indicates that the role of the deputy principal is "extremely complex and demanding" and that sufficient time is needed for deputies to perform their non-contact administrative duties. The lack of sufficient time that the deputy principal experiences, has the potential to affect how the deputy principal manages their own time. This problem can also be exacerbated by having too much administrative work to deal with, as is the case now in the education system. A literature review carried out by Harris, Muijs and Crawford (2003) for the National College of School Leadership (NCSL) in England identified problems experienced by deputy principals regarding time management. Although this study was conducted in a different context, there are valuable lessons to be learned from the study regarding time management issues for deputy principals in South African schools.

Harris et al. (2003, p. 2) comment that the expanded set of responsibilities inevitably places an additional demand on the time of deputy principals and because extra time has not been allocated, more personal time is occupied to complete the tasks required. In a situation where the deputy principal has a class to teach, there can be tension between the teaching and management roles of the deputy principal due to the time available to fulfil both roles. It

is crucial that deputy principals should appreciate the importance of time management and be supported when they experience problems of insufficient time to accomplish their tasks. Kruger (2003) maintains that the management of time forms an integral part of the current school system and that schools are structured, roles are defined and time is allocated according to the structural dimension of schools. Therefore, in a structured system like in a school, deputy principals should be able to manage time effectively to maximise the time allocated for educational activities.

The deputy principal needs basic knowledge of education law to be able to deal with the law-related matters that often arise in the school situation. Conversely, ignorance about the laws applicable to the day-to-day management of schools may create problems that the deputy principal has to deal with. With the emphasis on people's and learners' rights in modern-day society, the deputy principal should be cognisant of the rights of all stakeholders involved in education and should respect those rights. It can be argued that most of the mistakes that school leaders make are due in part to their inadequate knowledge of law-related matters in schools.

The deputy principal is also expected to make decisions as part of the day-to-day administrative and management duties in a school. Decision making is a process of making a choice from a number of alternatives to achieve a desired result (Lunenburg & Irby, 2006, p. 2003; Van Deventer, 2003, p. 96; Van der Westhuizen, 2010, p. 75). The newly appointed deputy principal will be confronted with a number of situations where he or she will have to make personal choices about the daily operations of the school. Some of the decisions that the deputy principal has to make are made during the course of exercising authority. Problems with decision making are likely to exist if the decisions made by the deputy principal are questioned by the subordinates. The quality and effectiveness of the decisions will play an important role in determining the successful performance of the deputy principal's duties and in eliminating problems.

The abovementioned examination of the administrative problems that newly appointed deputy principals experience shows that they seem to have the following problems:

- Planning and control of school finances
- Allocation of resources
- Maintenance of school furniture and equipment
- Supervising annual stock-taking

- Handling legal issues
- Time management
- Dealing with administrative work, and
- Decision making.

School administration is a crucial component of the deputy principal's work. The PAM document states that the deputy principal is expected to assist the principal with administrative duties. Problems may exist that reveal the deputy principal's need for induction into school administration, and some of these problems are identified in the previous paragraph. It is necessary to determine empirically if current serving deputy principals do experience these.

3.3.3 Problems with personnel

Newly appointed deputy principals often experience problems with personnel in the school environment. This may include conflict with the SMT and the teaching staff. In the paragraphs that follow, the problems experienced with both the SMT and the teaching staff are described.

3.3.3.1 Problems with the SMT

Khuluse (2004) makes the point that SMTs have a supporting role to play in creating, maintaining and facilitating quality education in schools. The deputy principal is expected to collaborate and cooperate with other SMT members to realise this goal. Conversely, other SMT members should cooperate with and show loyalty to the newly appointed deputy principal to establish a positive team spirit within the SMT. However, SMTs experience many problems (Khuluse, 2004) that may affect their effective functioning. Some of the problems experienced relate to the difficulty to work collaboratively towards a common vision of ensuring quality teaching and learning and improved learning outcomes. Bush and Glover (2013) indicate that SMTs may experience disagreement that can lead to conflict. Therefore, the lack of collaboration and cooperation among SMT members may create problems for the newly appointed deputy principal.

The deputy principal may be required to chair a panel for the selection of teachers or departmental heads, and the expectation will be that the selection process should result in the appointment of the most suitable candidate. Nkoe (2004:1) stresses that the effectiveness of the selection process is a decisive factor in the proper functioning of schools. However, Nkoe's (2004) study reports the general dissatisfaction that often

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emanates from people who have expectations to occupy a post in a school, but fail to do so. During the selection of either teachers or departmental heads, the newly appointed deputy principal may experience resistance or a lack of cooperation from staff members who are aggrieved by their choice of the candidate who has been appointed. Additionally, teachers who competed with the deputy principal for their post may create problems of acceptance and cooperation with the newly appointed deputy principal.

In the execution of their duty to participate in the appraisal of departmental heads, deputy principals may experience conflict with those who are incompetent. The responsibility to regularly review the professional practice of staff with the aim of improving teaching, learning and management (ELRC, 2003), has the potential to create tension with incompetent departmental heads who are unwilling to accept their weaknesses.

The relationships within the SMT among the team members are crucial for the professional socialisation of the new deputy principal. A study conducted by Bush and Glover (2013) reveals that the deputy principal may experience problems in the SMT if the principal does not work together with them. Deputy principals who participated in Bush and Glover's (2013) study condemned their inept principals and seemed to experience problems with their management and leadership styles.

The deputy principal may be required to conduct management meetings, either with departmental heads or when delegated by the principal. Bush and Glover (2013) argue that more frequent SMT meetings may lead to enhanced school and learner outcomes. The deputy principal's role in conducting management meetings is crucial for their own benefit and that of the school, and problems may arise if the newly appointed deputy principal is not afforded an opportunity to conduct management meetings.

The above discussion highlights some of the potential problems with the SMT that newly appointed deputy principals are likely to experience. The problems are as follows:

- Working with uncooperative members of the SMT
- The selection of teachers and departmental heads for appointment
- Dealing with an incompetent member of the SMT
- Conducting management meetings, and
- Conflict with members who competed for the same deputy principal position.

The ability of SMTs to function effectively has been scrutinised by, among others, Bush and Glover (2013). Research by these authors suggests that problems may be experienced within the SMT due to uncooperative SMT members and the failure to convene and conduct productive meetings. The deputy principal is part of the SMT (Heystek, 2006), so it is important that relationships among SMT members should be cordial in order to circumvent potential problems within the SMT. The empirical section of this study (Chapter 5) determined the extent to which the problems identified above are experienced by deputy principals in practice.

3.3.3.2 Problems with instructing staff

The deputy principal is expected to guide and supervise the work and performance of staff and to evaluate them (ELRC, 2003, p. C65), particularly those who report to him or her, like departmental heads and teachers. However, the evaluation process itself has inherent problems and involves guiding departmental heads and teachers and supervising their work. In providing guidance to teachers during the course of the performance of their management tasks, the emphasis shifts to the interactions between the educational leader and the people involved who initiate and keep tasks in motion (Van der Westhuizen, 2010). The deputy principal's interaction with teachers seeks to ensure that they execute the tasks to achieve the set goals and problems might be experienced if teachers do not perform as expected. Van Deventer (2003) concurs that guiding, which she refers to as leading or directing, includes communication, motivation, conflict management and negotiation. These elements are necessary for the supervision of teachers to ensure that effective teaching and learning takes place. Arguably, the absence of these elements may create problems for the newly appointed deputy principal who is expected to provide instructional supervision to departmental heads and teachers in the school.

Dealing with instructional staff requires the newly appointed deputy principal to be able to identify the weaknesses and strengths of staff and to evaluate their performance through the IQMS, which entails classroom visits or observations, and dealing with incompetent staff. Evaluation refers to the process of evaluating a teacher's work performance through a process of decision making and judgment (Loock, Grobler & Mestry, 2006). The deputy principal is required to evaluate staff in an objective manner, but problems may arise due to the inconsistency in the application of evaluation criteria. Another challenge that the deputy principal may potentially face is how to deal with incompetent teachers who do not meet minimum performance standards during evaluation.

Loock et al. (2006) state that one of the problems of evaluating a teacher's work is that the criteria people use to reach an answer vary. While standard criteria do exist for the evaluation of teachers through the IQMS, the application of these criteria is not consistent and often leads to conflict during evaluation. Some people will base their judgement on emotional considerations, while others will base it on the teacher's subject knowledge (Loock et al., 2006). The problems associated with the evaluation of teachers are complex because evaluators generally do not evaluate poor performance, leading to an expectation of high performance ratings. They therefore face resistance when they issue negative ratings (Weisberg, Sexton, Mulhern & Keeling, 2009). Nkambule (2010) concludes that the result is a dysfunctional school community where it is impossible to openly identify and address areas of development for teachers.

Staff discipline and concomitant matters depend on the competence of the principal by virtue of being delegated this authority by the Head of Department in the province (South Africa, 1998). However, the deputy principal may be required on occasion to deal with staff absenteeism, especially when they fill in for an absent principal. Staff absenteeism is a sensitive matter and the deputy principal may experience problems when dealing with this matter, particularly the inconsistent application of policies on staff attendance and leave measures.

From the abovementioned discussion, it seems that the problems experienced with the instructing staff include the following:

- Obtaining information about the strengths and weaknesses of staff
- Evaluating staff, such as by conducting classroom visits
- Dealing with incompetent teachers
- Handling staff absenteeism

The duty of school management to evaluate staff and to identify their weaknesses and strengths is a matter that often causes conflict between the staff and the evaluator, who may be the deputy principal. This problem may be exacerbated by the need to invoke the disciplinary code and procedures for teachers who are incompetent. In this regard, the deputy principal may find him- or herself in conflict with such instructional staff members, who may resist disciplinary action against them due to their incompetence. The empirical part of this study determined the extent to which these problems are experienced in practice and the results are reported accordingly.

3.3.3.3 Problems with the school principal

The relationship between the principal and the deputy principal is an important area of study, and Daresh (2002) regards the two positions as the two formal administrative positions that exist at school-building level. Accordingly, the two school leaders are expected to complement each other, particularly in today's age of school-based management (SBM), in order to improve learning outcomes. Notwithstanding this, problems, conflicts and tensions may exist, owing to the reality that the two school leaders are unique individuals with individual differences. In this vein, Garret and McGeachie (1999) maintain that the role of the deputy principal in schools is heavily dependent on the attitude of the principal. Arguably, if the principal has a negative attitude towards the deputy principal, that may create relationship problems for the two school leaders.

Hughes and James (1999, p. 86) describe the relationship between the principal and the deputy principal as a partnership and maintain that the development of this partnership requires time and will not be free from conflict. The complexity of the partnership between the principal and the deputy principal is corroborated by Garret and McGeachie's (1999, p. 70) observation that ¹*"Deputies cannot be assistant heads (principals)... unless their headteachers (principals) facilitate such a partnership"*. Some of the issues that may create conflict between the principal and the deputy principal include different duties and responsibilities, management styles, career patterns and experience, and, personality and inter-personal strategies and skills (Hughes & James, 1999).

Hughes and James's (1999) study suggests that the relationship between the principal and the deputy principal depends on factors such as a shared understanding, trust and respect, shared values and beliefs, a mutual willingness to talk, and loyalty and support. Conversely, it can be argued that the absence of these factors in their relationship may create mistrust and may strain the relationship between the principal and the deputy. Seemingly, the problems that the newly appointed deputy principal may experience in their relationship with the principal include, but are not limited to:

- Different duties and responsibilities
- Different management approaches or styles
- Differences in career patterns and experience

¹ The literature on school leadership development uses the concepts deputy principal, assistant principal, vice-principal and deputy headteacher as synonyms, depending on the context in which the concept is used. In the South African context, the term deputy principal is preferred.

- Personality differences
- Inter-personal strategies and skills

The differences in personalities and management and leadership approaches of the principal and deputy principal may affect the working relationship and partnership that the two school leaders are expected to build. The importance of experience gained by following the logical career pattern of teacher, departmental head, deputy principal and then principal, may be crucial to how the deputy principal and the principal relate. In practice, problems often exist when the new school leader does not seem to have the necessary experience needed for the role of the deputy principal, or in some cases even the principal. The deputy principal should be mindful of potential problems that may affect their relationship with the principal negatively.

3.3.4 Internal relationship problems

Sound relations amongst stakeholders in a school are important to enable the establishment of a tolerable employment relationship. One of the performance standards against which a deputy principal is evaluated in IQMS is human relations and contribution to school development. This performance standard evaluates whether the deputy principal creates and maintains sound human relations with colleagues and learners (ELRC, 2003). It is therefore expected of the deputy principal to establish sound relations with the principal, departmental heads, teachers, learners and the school governing body (SGB).

Van der Westhuizen (2010) makes the point that building relationships is important because it determines the contentment and work satisfaction of the various people at work. According to this author, the type of person an educational leader is and how they establish and maintain relationships are more important for education than the best teaching methods (Van der Westhuizen, 2010). In similar vein, the new deputy principal should guard against internal relationship problems by establishing a satisfactory relationship with every person in the school. In building relationships, a deputy principal should have some knowledge of leadership, motivation, satisfying needs, dealing with conflict, modifying behaviour and group dynamics (Van der Westhuizen, 2010). Van der Westhuizen (2010) sums up that establishing relationships is important at schools because only people are capable of attaining educational objectives, establishing good relationships, facilitating healthier interpersonal relationships, and people are dependent on each other for their continued existence.

Legotlo (1994) makes the point that a newcomer in any organisation like a school is confronted by a multiplicity of challenges, like learning the ins and outs of school management and knowing how things are done in a new environment. It is therefore crucial that the deputy principal should know and understand the culture of their new organisation or school. Kruger and Steinman (2003) define school culture as the historically transmitted pattern of meaning that includes the norms, values, beliefs, ceremonies, rituals, traditions and myths as these are understood, perhaps to varying degrees, by members of the school community. In every school there are certain norms and values that should be observed in order to be accepted by the community (Legotlo, 1994). The new deputy principal should therefore show an appreciation of the assumptions and beliefs of the school in order for the person to be accepted.

The transition to a new position is not always an easy one. When an employee is newly appointed there are people who expect them to prove themselves, while others do not support them because they support the predecessor. The influence of the previous deputy principal may also create problems for the newly appointed deputy principal. In his study among newly appointed principals, Legotlo (1994) reveals that these individuals faced challenges when differed from how things were done in the past. Similarly, new deputy principals may experience problems of acceptance if they introduce change and the change is not easily accepted. Daresh and Arrowsmith (2003) caution that as a newcomer a person will have a natural tendency to try to please everyone, meet all expectations and do a truly outstanding job at all times, but it is difficult to do all of these things. It therefore makes sense for the new deputy principal to first come on board and embrace the culture of the new school environment to ensure acceptance.

It is imperative that a deputy principal should be aware of staff members' needs to be in a better position to motivate them (Steyn & Van Niekerk, 2012:140). Staff motivation is a crucial aspect of the deputy principal's people management role. It is therefore important that the deputy principal should motivate staff accordingly by, among other things, reinforcing positive or desirable behaviour. Steyn and Van Niekerk (2012) argue that many educational managers believe that the only way they can motivate staff is by means of salaries, yet they have access to a free and effective means of getting their staff's attention, namely praise. People actually thrive on being told that they are doing the right thing well.

The deputy principal needs effective conflict management skills to be able to manage the conflict that may erupt in the school situation. Many conflicts that arise in a school are trivial in nature, but should be resolved satisfactorily before they snowball out of proportion (Loock

et al., 2006). In their conflict management role, deputy principals should endeavour to resolve conflict as soon as possible so that it does not become a lingering grievance that may cause damage to job satisfaction, productivity and human relationships and that creates conflict management problems for them.

Conflict arises when two or more people have incompatible goals and one or both believe that the behaviour of the other prevents them from achieving their own goals (Loock et al., 2006; Steyn & Van Niekerk, 2002; Van der Merwe, 2003). The newly appointed deputy principal is likely to encounter a situation like this in their daily management work in a school. Bondesio and De Witt (2010) warn that it is important that the educational manager should be thoroughly trained in the effective resolution of conflict, otherwise it is not possible for them to do justice to the key role that they fulfil. In light of this, it is vital for the deputy principal to use effective methods of conflict resolution in order to circumvent the problems that he or she may experience with conflict management.

In another vein, Theron (2010) clarifies that change and renewal are two of the most important aspects of an organisation. The school as the organisation where the new deputy principal works, has to undergo change and renewal for it to survive and continuously develop. What is crucial is for the deputy principal to understand the nature of change to be able to manage it effectively and to ameliorate problems that may be brought about by change management.

Change is the struggle between what is, and what is desired (Theron, 2010; Van der Merwe, 2003). The new deputy principal may wish to change the way things are done in the school in order to promote a culture of effective teaching and learning and to raise learning outcomes. However, there could be resistance to change during the movement from what people know to what is unknown to them. Van der Merwe (2003) states that a situation of change contains driving forces that tend to alter existing circumstances and forces of resistance that tend to oppose or undermine the change.

Van der Merwe (2003) states that the intensity of teachers' resistance to change depends on what is being changed and whether the stability of the school is being threatened. Despite the intensity of the resistance, no change occurs without sacrifice and adjustment (Van der Merwe, 2003). The deputy principal should therefore take into cognisance the reasons that give rise to resistance to change before he or she would be able to manage change better.

Seemingly, newly appointed deputy principals experience internal relationship problems that entail the following:

- Gaining the trust staff so that they have confidence in the deputy principal
- Winning the cooperation and loyalty of the SMT (see par 3.3.3.1)
- Motivating staff
- Dealing with staff morale
- Addressing issues arising from the previous deputy's management style
- Managing conflict between staff members, and
- Managing change

One of the performance standards that all teachers, including deputy principals, have to comply with in IQMS is human relations and contribution to school development. This policy requirement is in concert with what has been identified in the literature as problems that may emanate from strained internal relationships among stakeholders in the school environment. Issues of trust, loyalty and cooperation are crucial to enhance cordial relations among internal school stakeholders. Moreover, teachers need to be motivated, to embrace change and to confront and cordially resolve conflicts that may arise from time to time among themselves. The extent to which these problems are experienced in practice was determined as part of the empirical phase and is reported in Chapter 5.

3.3.5 Problems with learners

One of the learner problems that the deputy principal is confronted with is disruptive behaviour that affects teaching and learning negatively) Disruptive behaviour seems to be the most consistently discussed problem in South African schools. The manifestation of a negative learning culture that stems from disruptive behaviour requires school leaders such as the deputy principal to take steps to curb unbecoming behaviour that may compromise effective teaching and learning in schools.

One of the duties of the deputy principal is to assist the principal with learner discipline and the general welfare of learners (ELRC, 2003). The deputy principal's performance of this duty may be compromised if he lacks an understanding of the learner problems that schools are confronted with. Lessing and Dreyer (2007) highlight the problems that schools have to cope with and these include the lack of respect and responsibility, disobedience, aggression and rejection of authority. Masitsa (2008) claims that some learners have allegedly murdered others inside the school premises, openly challenge teachers and have an indifferent attitude towards their work. Although several authors suggest that discipline problems may be ascribed to the banning of corporal punishment (Moyo, Khewu & Bayaga, 2014), there is no

conclusive evidence in the literature that this is the case. As a newly appointed school leader, the deputy principal should be professionally developed to be able to grapple with these problems.

Other learner problems reported in the literature include, amongst others, bullying (Du Plessis & Conley, 2007), peer sexual harassment (de Wet, 2007) and substance use (Masitsa, 2007). Schools are currently experiencing a myriad of learner problems and this cursory discussion does not do justice to all of them. Du Plessis and Conley (2007) argue that bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of learners to learn in a safe environment without fear. De Wet (2007) condemns the sexual harassment of learners in schools and maintains that it thrives in a school where there is no human rights culture. Conversely, in a school where a human rights culture exists, the right of learners to be protected from abuse and maltreatment is respected, protected and promoted (De Wet, 2007). Masitsa (2007) concludes that substance use among learners leads to disciplinary problems that affect teaching and learning negatively. Deputy principals should be ready to deal with the learner problems highlighted in this paragraph.

The abovementioned exposition highlights learner problems that may be experienced by newly appointed deputy principals. The problems include the following:

- Supervising the Representative Council for Learners (RCL)
- Managing learner discipline
- Managing learners who are unwilling to learn, and
- Managing general welfare of learners

Learner problems in schools are many and varied, and may present new challenges to the newly appointed deputy principal. The responsibility to supervise the RCL may bring with it problems identified in the literature regarding learner or student leadership. The deputy principal's role to manage learner discipline and the general welfare of learners has inherent problems that require the deputy principal to be professionally socialised into their new role and to undergo an induction programme. The successful induction of newly appointed deputy principals can arguably minimise problems such as those experienced with learners. The abovementioned problems were tested during the empirical phase of the study to determine the extent to which they are experienced in practice by newly appointed deputy principals.

3.3.6 External relationship problems

Some of the duties of the deputy principal include liaising on behalf of the principal with government departments and maintaining contact with sporting, social, cultural and community organisations (ELRC, 2003). These entities constitute what could be called the school community. The school community may also include the school's circuit or district offices. A community refers to a group of people living in one place or locality, such as a village or town, or a group of persons with the same or similar interests, such as the parent community of a school or a religious group (Van Deventer, 2003). Barnard (2010:406) defines a school community as the form of community life in which the school principal, teachers, parents and former children work together in the interest of teaching and training the child. The deputy principal is expected to liaise with the school community and to promote good school-community relations. Schofield (1999) laments the collapse of a culture of teaching and learning in schools and maintains that greater community involvement in the school is necessary to address this problem.

A potential problem area for the new deputy principal is that the community may influence the school in diverse ways, which may result in conflict. Despite this, suggestions have been made regarding the promotion of good school-community relations (Van Deventer, 2003). According to this van Deventer (2003), learners should be encouraged to participate in the social, economic and cultural life of the community. Certain school facilities should be made available to the community for educational and social purposes. Important information about the school should be supplied to the public and regular contact should be maintained with certain outside institutions and educational bodies. The principal, staff and learners must receive and attend to all visitors politely and as helpfully as may be possible and they should occasionally invite local dignitaries from each interest group to share in the life of the school. The principal must not take sides in local politics, but should remain neutral and impartial (Van Deventer, 2003).

While it is good to have sound school-community relations, Van Deventer (2003) cautions that the involvement of the community in the activities of the school is not always an easy task. Some parents may resist the change that the deputy principal may consider introducing and there could be a strong feeling of parochialism. In a community there are vested interests and if these interests are threatened, there can be resistance or even open hostility (Van Deventer, 2003). The deputy principal may be rejected by the school community if their ethnicity is different from the ethnic majority in the school community.

From the abovementioned discussion, it seems that newly appointed deputy principals may experience the following external relations problems:

- Developing good working relationships with the circuit manager and subject advisors
- Dealing with parents' problems
- Creating a better public image
- Getting information about the duties of circuit office staff
- Getting the support of parents, and
- Being accepted by the community

The need for a school to cement cordial relations with external stakeholders is a significant part of the duties and responsibilities of the deputy principal. Problems may be experienced if relations between the school and the community are not cordial and the deputy seems to be unable to develop good working relations with the school community. The school is supposed to be the pride of the community, so any negative perceptions about the school may impact negatively on school-community relations and on top management, such as the deputy principal. Moreover, the circuit and district offices have their own expectations of the school in terms of performance. These expectations need not be disappointed. The extent to which these problems are experienced in practice were determined as part of the empirical phase and the results are reported accordingly later on.

3.3.7 Preparation and training

Problems that relate to a lack of a targeted training programme for deputy principals seem to be experienced not only in South Africa but in other parts of the world as well. Studies conducted in other parts of the world such as in England (Harris et al., 2003), Israel (Oplatka & Tamir, 2009), Slovenia (Trnavcevic & Vaupot, 2009) and Australia (Cranston, 2007), show the need for the preparation of deputy principals to enable them to perform their duties effectively. While these studies apply to different contexts, valuable lessons can be learned from them relating to the professional development of deputy principals in South African schools. Thompson (2010) maintains that leadership development should not be left to chance, but should rather be a planned effort throughout all levels of an organisation.

According to Kitavi and Van der Westhuizen (1997) deputy principals and good assistant teachers are appointed to principalship without any leadership training, including managerial competencies. In addition, very little is known about their entry-year problems. Petrides and Jimes (2014) concur that professional development for deputy principals has been largely

absent from previous leadership development initiatives. In similar vein, Cranston (2007) reveals that aspiring deputy principals have mixed feelings about becoming principals. Cranston's (2007) study, albeit in a different context, exposes the inadequacy of the preparation of aspiring deputy principals for principalship. This lack of pre-service training for deputy principals discourages them from seeking promotion to principalship and generally leads to concerns about the readiness of deputy principals to perform their duties effectively upon appointment. Koru (1993) elucidates that there is limited training for the deputy principal wishing to move on to principalship and that deputy principalship has not developed as a career path towards principalship. Deputy principals require better role-related training and supervision that takes into account the school setting and culture (Arar, 2014).

In summation, it is apparent that newly appointed deputy principals may struggle to 'balance at the top of the greasy pole' if they are appointed to principalship without the necessary preparation and training. Preparation and training problems highlighted in this section include the following:

- Lack of targeted training programmes
- Lack of managerial competencies
- Absence of pre-service training, and
- Limited training

The necessity of an induction programme for newly appointed deputy principals is occasioned by the absence of adequate preparation for aspirant deputy principals. The professional development of deputy principals is a matter that merits urgent attention in view of school leadership development challenges that often come up in public discourses about the role of school leadership to influence learning outcomes. It can be argued that newly appointed deputy principals may experience problems if they have not been prepared and trained for their deputy principal's role. The extent to which newly appointed deputy principals experience these problems were determined empirically, and the findings are reported in Chapter 5.

3.3.8 General problems

Studies conducted on newly appointed or beginning principals report several general problems that they experience (Legotlo, 1994; Legotlo & Van der Westhuizen, 1996; Kitavi, 1995; Kitavi & Van der Westhuizen, 1997). Due to the fact that deputy principals experience similar problems to those experienced by beginning principals (Barnett et al., 2012), the

problems identified in studies mentioned in this paragraph were tested during the empirical phase to determine the extent to which they are experienced by newly appointed deputy principals in practice. These problems cover a wide spectrum of the kinds of problems likely to be experienced by deputy principals and include the following:

- Handling party politics in a school setting
- Dealing with staff accommodation problems
- Shortage of physical facilities
- Water supply problems
- Sanitation problems
- Dealing with over-age learners
- Dealing with learner transport
- Learners who cannot buy books
- Learners who cannot pay fees
- Learners travelling long distances
- Learners without proper residential accommodation
- Shortage of teaching posts, and
- How to handle political unrest in a school setting

The PAM document outlines the duties and responsibilities of deputy principals and states that the deputy principal has to assist the principal in the management of the school. Although most of the problems highlighted in this section are linked to the competence of the principal, the deputy principal may experience these problems during the course of assisting the principal with administrative or management duties, or while deputising for the principal. It is therefore necessary to determine empirically the extent to which newly appointed deputy principals may experience these problems in practice.

3.3.9 Synthesis

The first section of this chapter presented a myriad of problems experienced by newly appointed deputy principals while they transition to deputy principalship. The problems highlighted are clustered into personal problems, administrative problems, problems with personnel, internal relations problems, learner problems, external relations problems, problems with preparation and training, and general problems.

Personal problems experienced by newly appointed deputy principals have been shown to affect the well-being of the new deputy principal and may affect how they are socialised into deputy principalship (see par 3.3.1). Due to the fact that a person's personal life affects their professional life, it can be argued that the newly appointed deputy principal should be able to deal with their personal problems and concerns so that they do not impede their successful entry into deputy principalship. An awareness of these problems and the measures to deal with them are crucial for the induction of newly appointed deputy principals.

The range of administrative and management problems experienced by newly appointed deputy principals (see par 3.3.2) may hamper the effective execution of their role to assist the principal in managing the school. Administrative problems refer to what the newly appointed deputy principal will deal with during the course of their management of both human and material resources of the school. In their supporting role to the principal, it is crucial to examine the potential administrative and management problems that often militate against school improvement and the successful achievement of learning outcomes.

The interaction with key personnel in the school such as the SMT and teaching staff brings about inherent human relations problems that the newly appointed deputy principal may experience (see par 3.3.3). Cooperating with the SMT and managing intra-group conflict within the SMT, as well as identifying the strengths and weaknesses of the teaching staff, may be problematic for the newly appointed deputy principal. A study by Bush and Glover (2013) reveals how a common vision and approach to school effectiveness seems to be hamstrung by tensions within the SMTs that were surveyed.

The newly appointed deputy principal may experience problems with how stakeholders in the school relate internally (see par 3.3.4). Such problems may be counterproductive for building trust and confidence. The need to build cordial internal relationships also requires the deputy to be able to deal with staff morale, to motivate staff and to manage inter-personal conflict among staff members. Sound internal relations obviate unnecessary conflict and may lead to the contentment and job satisfaction of the newly appointed deputy principal.

In an endeavour to assist the principal with learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of learners, the newly appointed deputy principal may experience a host of learner problems that border mostly on discipline problems (see par 3.3.5). Learner discipline continues to be a problem in schools today and an understanding of how to manage it may help the deputy principal to eliminate potential

problems. The newly appointed deputy principal may also experience problems with the supervision of the RCL, mainly to the learners not being aware of what their role entails.

The school's relations with external stakeholders are a crucial component of the role that the deputy principal should play in their interaction with stake holders. The deputy principal is expected to ensure that the school establishes good relationships with external stakeholders such as the circuit office and the subject advisors (see par 3.3.6). The newly appointed deputy principal may encounter problems in this role, especially if the circuit office regards the school as underperforming and the relations between the school, circuit office staff, and subject advisors are not cordial. The newly appointed deputy principal is also expected to deal with parents' problems, to address problems relating to the school's image and to ensure that they are accepted by the community.

Problems emanating from a lack of preparation and training for the newly appointed deputy principal may manifest in practice upon appointment (see par 3.3.7). A lack of training for the newly appointed deputy principal may affect their socialisation into the deputy principalship due to their lack of managerial competencies. It will be useful to identify problems that are experienced regarding preparation and training in order to factor them into the design of an induction programme for the professional development of newly appointed deputy principals.

A host of general school administration and management problems have been highlighted by studies that report on the induction of new principals. Although these problems were determined to affect new principals, both according to the literature and the empirical evidence, it will arguably be beneficial to determine how new deputy principals may experience the same problems in their field of work. This assumption is reinforced by Barnett et al.'s (2012) contention that deputy principals experience similar problems to beginning principals.

3.3.9.1 Summary

The first part of this chapter identified from the literature, problems that newly appointed deputy principals are likely to be experience upon appointment to their management positions. The problems identified include personal, administrative and personnel problems, internal and external relations, learners' preparation and training, and general problems. Each of these clusters of problems was unpacked in order to understand the experience of the persons involved. The second part of this chapter focuses attention on the critical skills that newly appointed deputy principals require in order to perform optimally.

3.4 Skills for Newly Appointed Deputy Principals

3.4.1 Contextualisation

The second part of Chapter 3 examines the critical skills that newly appointed deputy principals need in order to perform their duties effectively. The literature that focuses specifically on deputy principals (Cranston et al., 2004; Harris et al., 2003; Weller & Weller, 2002), identify critical skills needed to support and empower newly appointed deputy principals for their management and leadership roles in schools. Cranston et al. (2004, p. 238) also identify a set of skills and competencies that deputy principals are expected to possess, namely being inspiring, visioning change for school, demonstrating strong interpersonal people skills, a capacity to delegate and empower others, managing uncertainty for self and others, managing change for self and others, capacity to develop networks, and to become an effective manager and administrator.

Weller and Weller (2002) and Harris et al. (2003) focused specifically on deputy principals and concur with the set of critical skills that deputy principals need. According to these authors, deputy principals need the following skills to survive the turbulent first years of the deputy principalship and to last the distance: people skills, communication skills, knowledge of leadership theory, techniques for improving curriculum and instruction, working with teams, ability to work with the community, knowing the informal leaders and networks in the school, curriculum development, conducting effective meetings and time management. These skills relate to the skills that are required by deputy principals to perform their duties and responsibilities as stated in the PAM document.

The skills identified in the previous paragraph are congruent with skills identified in studies by Legotlo (1994) and Kitavi (1995) on the induction of newly appointed principals. Their work is based on the pioneering work of Daresh and Playko (1992), which categorises critical skills for newly appointed principals into technical, social and self-awareness skills. This approach became known as the 'three-skills approach'. Daresh and Playko's (1992) three-skills approach sheds light on the skills needed by newly appointed principals and provides useful insights and inferences to be made for newly appointed deputy principals.

In this study, the critical skills (technical, social and self-awareness skills) identified by Daresh (2006), Daresh and Playko (1992), and used in studies by Legotlo (1994) and Kitavi (1995), are described in the discussion below and were tested empirically during the empirical phase to determine the skills needed by newly appointed deputy principals in South African schools. In addition, the critical skills identified by Cranston et al. (2004),

Harris et al. (2003) and Weller and Weller (2002), are highlighted to complement the work of Daresh and Playko (1994). The authors mentioned above focused specifically on deputy principals and the skills that they identified are similar to those reported by Daresh (2006) and used in studies on principals by Legotlo (1994) and Kitavi (1995). A further elaboration of the three-skill cluster reveals that *technical skills* include skills such as how to evaluate staff, how to conduct meetings, how to develop and monitor the school budget, how to organise and conduct parent-teacher meetings, how to establish a scheduling programme for learners and staff and handle issues related to school law (Daresh & Playko, 1994).

Social skills entail establishing good relations with stakeholders, developing interpersonal skills, encouraging involvement by parties in the education community and dealing with agencies in the school neighbourhood (Daresh & Playko, 1994). Skills included in the *self-awareness cluster* include how to balance power and authority, knowing why one was selected for a management position, portraying a sense of self-confidence, having a vision and being aware of one's biases, strengths and weaknesses (Daresh & Playko, 1994).

A detailed discussion of the skills mentioned above will indicate how these skills compare to the skills needed by deputy principals as implied in the PAM document. The PAM document identifies duties and responsibilities of deputy principals and therefore provides the basis upon which skills needed to perform those duties and responsibilities can be contemplated. Although the PAM document does not specify skills needed by deputy principals, their duties and responsibilities relate very well to the skills identified in the literature. It is necessary to contextualise the studies on skills for deputy principals conducted elsewhere in the world for the South African situation to determine the suitability of such studies to the local context. Moreover, the empirical investigation determined the extent to which the skills identified in the literature are needed by deputy principals in practice.

3.4.2 The three-skills approach

The classical work of Daresh and Playko (1992), which was corroborated by subsequent studies (Legotlo, 1994; Kitavi, 1995; Potgieter, 1990; Smit, 2002) and publications (Daresh, 2006), arguably forms the basis on which further studies about the skills needed by newly deputy principals can be based (see par 3.4.1). Daresh (2006) and Daresh and Playko (1994) identify three categories of skills for beginning school leaders, while Kitavi (1995) and Legotlo (1994) highlight skills that are needed by newly appointed principals in order to perform their duties effectively. These categories of skills are further reinforced by the work of Cranston et al. (2004), Harris et al. (2003) and Weller and Weller (2002), who focus specifically on skills needed by deputy principals. An examination of the PAM document

reveals that the duties and responsibilities of deputy principals are implied in the three skills cluster. It would seem that newly appointed deputy principals need technical, socialisation and self-awareness skills. Each of these categories of skills is examined separately in order to understand the skills needed by deputy principals to function optimally.

3.4.2.1 Technical skills

Newly appointed deputy principals need technical skills to be able to perform their duties effectively. Legotlo (1994) explains that technical skills imply an understanding of how to do a specific activity, like how to budget, or a proficiency in a specific activity. Moreover, technical skills refer to the ability to use the knowledge, methods and techniques of a specific discipline or field (Lunenburg & Irby, 2006). In order for the deputy principal to be able to assist the principal in managing the school (ELRC, 2003), they need technical skills. The technical skills that deputy principals need entail those that will enable them to assist the principal with core duties such as school administration, school finance and the maintenance of services and buildings.

Harris et al. (2003, p. 4) identify what they regard as “important elements in any future professional development programmes” for deputy principals. According to these authors deputy principals need people skills, communication skills, knowledge of leadership theory, techniques for improving curriculum and instruction and working with teams (Harris et al., 2003). The skills that are highlighted in Harris et al.’s study (2003) which are needed by deputy principals are similar to the skills disclosed in the discussion above. Moreover, Cranston (2007) states that deputy principals revealed that skills needed for successful school leadership include the following: strong interpersonal people skills, decision making and inspiring and visioning change for the school in others. Weller and Weller (2002) concur with both Cranston (2007) and Harris et al (2003) and conclude that these skills and knowledge are needed to be effective as a deputy principal.

Daresh (2006) makes the critical point that those school leaders who have little or no experience regard technical or managerial skills as the most critical skills that they should acquire to be successful. However, when leaders become more experienced they seem to regard other sets of skills, such as socialisation and self-awareness, as being more critical to effectiveness. Daresh and Playko (1992) point out the technical and managerial skills needed by new school leaders, which includes newly appointed deputy principals in South African schools, as the ability to evaluate staff, how to conduct meetings, how to develop and monitor school financial budgets, how to organise and conduct parent-teacher meetings and how to handle issues related to school law. Although principals need these skills, it can

be argued that deputy principals also need these skills to be able to perform the duties that are delegated to them by the principal. Each of these skills is described in the paragraphs that follow.

3.4.2.1.1 Staff evaluation

Newly appointed deputy principals need effective skills that will enable them to evaluate staff properly (see par 3.3.3.2). In the South African schooling system, staff evaluation is an integral part of the staff appraisal process. For the purpose of the discussion in this section of the chapter, the accent is placed more on staff evaluation rather than on the entire appraisal process. Looock et al. (2006) define evaluation as a function of human decision-making resulting from a value judgement about how good or weak a particular work performance is, using information that compares the actual work performance with predetermined performance standards. The job description of deputy principals requires them to participate in school and educator appraisal processes to regularly review their professional practice with the aim of improving teaching, learning and management (ELRC, 2003). The ability of the deputy principal to be involved in the evaluation and appraisal of staff suggests that they need appropriate staff evaluation skills. The deputy principal may be required to evaluate other non-teaching staff members apart from teachers and they should be in a position to handle this sensitive function properly.

Evaluation serves several functions and these include a formative function for the development of professional teaching skills, a summative function for selection and a basis for grading and promotion, a socio-political function for providing motivation in order to improve effectiveness, and an administrative function for exercising authority (Looock et al., 2006). The evaluation of staff by the deputy principal arguably serves both the formative and summative functions and should be conducted with great circumspection by a skilled deputy. The socio-political and administrative functions do not belong with responsible determination of work performance and do not often form part of teacher evaluation.

Normally, the first step in staff evaluation is to agree on the performance standards that should be met. Subsequent to that, the performance should be observed in order to decide if the staff member performs satisfactorily. Eventually, feedback about performance should be provided so that remedial action can be taken if necessary. In the performance of the staff evaluation duties that may be delegated to deputy principals, it is necessary that deputy principals should possess appropriate skills.

Bondesio and De Witt (2010) highlight general problems that often hamper staff evaluation. Knowledge of these problems and how to circumvent them may empower the newly appointed deputy principal with skills to evaluate teachers effectively. These problems include multiple goals that are divergent in nature, not communicating the primary goal of evaluation to the one who has to be evaluated, lack of objectivity and the question of whether the evaluator is professionally qualified to conduct the evaluation (Bondesio & De Witt, 2010).

Knowledge of the teacher evaluation system in South African schools is important for deputy principals. Deputy principals need to possess appropriate staff evaluation skills to be able to conduct staff evaluation through the IQMS. Staff evaluation is a sensitive matter and may lead to conflict in schools if it is not handled properly. Moreover, newly appointed deputy principals need professional support to be able to perform this important task.

3.4.2.1.2 Meetings

The ability to conduct effective meetings is one of the skills that the deputy principal should master. Weller and Weller (2002) posit that the deputy principal who masters the art of effective meetings will have mastered many of the essentials of effective communication. Prinsloo (2003) and Weller and Weller (2002) shed light on the necessity of meetings and elucidate that meetings are held to give or exchange information, create new ideas, decide on goals or issues, delegate authority or work, share work responsibilities, and persuade or inspire and establish or maintain relations. Moreover, effective meetings are used to communicate (Weller & Weller, 2002). Weller and Weller (2002) admonish that meetings are called for one purpose, and each meeting purpose has its own set of dynamics and its own requirements for success. When deputy principals convene a meeting with staff they might have their own preconditioned mind-sets about the meeting, so it is important to focus on one purpose for the meeting.

Meetings should be held only if necessary and basic guidelines should be followed to achieve the outcomes of a meeting (Weller & Weller, 2002). According to these authors, the person calling the meeting should state the specific reason for calling the meeting in a letter or agenda to all participants well in advance. The letter or notice of the meeting should state the time and location. The participants should be informed about what they will be required to do during the meeting. The expected outcomes of the meeting should be stated. If visitors, experts or consultants are invited to the meeting, their credentials and the specific reason for participation should be provided (Weller & Weller, 2002). Deputy principals need skills to

conduct effective meetings to ensure that meetings serve their purpose and are not perceived as a waste of time.

Prinsloo (2003) suggests that several types of meetings are held in a school and these include management and both informal and formal staff meetings. In practice, other types of meetings that are held in a school include SGB and parent meetings. The deputy principal should possess appropriate skills in conducting meetings to be able to chair meetings effectively when delegated to do so. In addition to that, the deputy principal is required by core duties and responsibilities to meet with parents concerning learners' progress and conduct. During meetings that involve parents, teachers and learners, the deputy principal should, according to the researcher, be able to demonstrate effective skills in conducting meetings to ensure that such meetings are successful.

Apart from conducting meetings, the newly appointed deputy principal is expected to assist the principal with school administration, such as the duty roster, class streaming (ELRC, 2003) establishing a scheduling programme for learners and staff, and organising a parent-teacher-learner meeting. A scheduling programme, which is a concept used elsewhere in the world, is similar to the school timetable. The duty to draw up the timetable is often delegated to the deputy principal, and the deputy principal should possess the required skills to perform this crucial duty. The deputy principal may in turn delegate it to teachers. In the South African education system a parent-teacher-learner meeting is often convened to address matters relating to learner performance. The newly appointed deputy principal should possess the required skills to be able to assist and support the principal in the performance of administrative and management duties.

3.4.2.1.3 Financial planning and control

The deputy principal is required by the job description to assist the principal with school finance, planning and control of expenditure and allocation of funds and resources (ELRC, 2003). Although deputy principals are not ultimately accountable for financial management in the school, there are certain financial management duties and responsibilities that may be delegated to them. School financial management is regarded as a problem for school management, hence it cannot be assumed that deputy principals can perform this duty easily if they do not possess the required skills.

One of the skills that deputy principals need to be able to plan and control expenditure, is budgeting. It can be argued that the ability of deputy principals to develop and implement a budget will enable them to effectively perform financial management duties and

responsibilities. Mestry and Naidoo (2009) emphasise that schools need to monitor and control income and expenditure regularly as part of the budget process, and they have to ensure that they are able to meet their financial obligations. The deputy principal has a crucial role to play in this regard as someone who has to assist the principal with the management of school finances.

Kruger (2003) discloses that monitoring and control of the budget and school finances includes several steps. The deputy principal should be familiar with these steps to be able to perform budget monitoring and control duties and responsibilities effectively. These steps are highlighted to provide a clear idea of several areas of financial monitoring and control in which the deputy principal should be skilled.

- Drawing up a projection of the income and expenditure for the whole year
- Checking expenditure against the budget allocations
- Checking if resources are mobilised effectively
- Evaluating and re-organising if and where necessary
- Noting if there is a surplus or deficit at the end of the year, and whether there is any possibility of building reserves, and
- Controlling and checking expenditures by means of monthly statements and reports.

The deputy principal is expected to ensure that the necessary control measures described above are taken as indicated during the course of the performance of financial management duties and responsibilities. This step is necessitated by the deputy principal's role as the person who should assist the principal with financial management in the school. Kruger (2003) and Mestry and Bisschoff (2009) clarify that budget monitoring is a continuous process that goes on throughout the year. It entails checking the difference between the planned and actual financial status of the school. In order to ameliorate problems associated with the maladministration and misappropriation of school finances, deputy principals should ensure effective monitoring and control in the execution of financial management tasks.

3.4.2.1.4 Law-related school matters

The deputy principal needs basic knowledge of education law to be able to deal with law-related matters, which often arise in the school situation. De Wet (2014) posits that education law strives to structure and restructure relations within education towards social progress and change, such as obtaining legal balance, the realisation of education rights, enabling effective education and achieving social justice. With the emphasis on people's and

learners' rights in modern day society, the deputy principal should be cognisant of the rights of all stakeholders involved in education and to respect those rights. It can be argued that most of the mistakes that school leaders make are due in part to their inadequate knowledge of law-related matters in schools, and deputy principals, especially newly appointed ones, may experience this problem if they do not possess the required skills.

Oosthuizen (2009) reckons that teachers are entitled to their constitutional right of fair labour practice, but are also obliged to demonstrate sound professional conduct. The teacher's labour rights should be taken into account during the deputy principal's task of the supervision and the evaluation of the teachers' work. Education law endeavours to set a professional code of conduct for teachers (including deputy principals) in order to regulate conduct. The existence of a code of conduct seeks to equip teachers with the legal knowledge and skills needed to deal with learner misconduct. Accordingly, a peaceful workplace for teachers and a tranquil learning environment for learners can be created (Oosthuizen, 2009). It is in this type of environment that the newly appointed deputy principal operates, and a basic knowledge of education law is crucial.

The performance of the communication task of deputy principals requires them to meet with parents concerning learners' progress and conduct. The parents are entitled to participate in the governance of the school because they are the child's primary teacher and they contribute financially to the operations of the school (Oosthuizen, 2009). Oosthuizen (2009) concludes that education law regulates the role and functions of fair and just parental participation in school governing bodies without interfering with the professional management of the school.

A synthesis of the technical skills provided above and an examination of the duties and responsibilities of deputy principals highlighted in the PAM document shows that critical skills that may be needed by newly appointed deputy principals include the following:

- How to evaluate staff as part of the appraisal process
- How to conduct group meetings with different stakeholders
- How to develop the school budget if delegated to do so by the principal
- How to organise a parent-teacher-learner conference (meeting)
- How to establish a scheduling programme (timetable) for learners and staff; and
- Awareness of issues related to educational law

The ability to evaluate staff and to conduct productive meetings may be taken for granted, but it is a critical skill needed by newly appointed deputy principals. Staff evaluation has inherent problems, so the deputy principal needs appropriate skills to perform this sensitive task. Meetings can be used to communicate effectively and as part of staff development. In this regard, deputy principals should possess the skills to conduct effective meetings. Financial management is one of the most challenging tasks of school management today and deputy principals need to be professionally developed to be able to assist the principal in executing the duties delegated to them. The deputy principal also needs administrative and management skills, which include a basic knowledge of issues related to school law. The extent to which the newly appointed deputy principal needs these skills in practice were determined during the empirical phase.

3.4.2.2 Socialisation skills

Newly appointed deputy principals need to feel comfortable in their role to deal with difficulties that are associated with socialisation into the school, the district and the profession. Socialisation skills relate to how a person develops an awareness of what other people expects of him or her and how to work towards becoming a part of a school and its community (Daresh, 2006). This basically requires the deputy principal to possess the skill of being able to work cooperatively with people from different walks of life and to be accepted by and fit into the school community. Daresh (2006) points out that everyone in a school should feel valued, listened to and respected because each person is a key contributor to the success of the school, which is measured by the success of learners. Newly appointed deputy principals need to understand this principle that will make their socialisation into the new role less difficult.

The deputy principal's role to communicate with external stakeholders requires him or her to be able to establish good relations with the circuit office staff. Rebore (2012) concurs that establishing good working relationships among colleagues is important if an organisation wants to achieve its objectives. Actually, in a service-rendering organisation such as a school circuit or district, good human relations provide the basis for the effective delivery of services (Rebore, 2012). The need for the newly appointed deputy principal to acquire critical socialisation skills is accentuated by Oplatka's (2012) assertion that a newcomer experiences issues and difficulties such as gaining acceptance, learning the organisational culture and establishing ways to overcome the insecurity of inexperience and to gain confidence. It is therefore vital that a newly appointed deputy principal should establish cordial relations with external stakeholders such as circuit office staff, including subject

advisors, EMGD officials, the circuit manager and the administrative staff. Establishing such relations will ensure that the deputy principal gains acceptance and gradually gain confidence in the new role.

Although it is the principal who works with the SGB most of the time, it is important that the deputy principal should establish good relations with the SGB. Heystek (2006, p. 473) points out that the relationship between the principal and the SGB is important for the effective functioning of the principal. In similar vein, it can be argued that the relationship between the deputy principal and the SGB should be friendly because the deputy principal intermittently works with the SGB, either in the absence of the principal or when delegated management and administrative duties. There is scarce evidence in the literature that has been reviewed on the relationship between the deputy principal and the SGB. On the basis of some available literature on the relationship between the SGB and the principal (Heystek, 2006; Tsotetsi, Van Wyk & Lemmer, 2008; Van Wyk, 2004), one can infer that for the relationship of trust to exist in a school, there should be good relations among the SGB, principal, SMT and both teaching and non-teaching staff.

The South African Schools Act (South Africa, 1996) clearly delineates between management and governance structures in the school, and therefore sets limits for both the professional staff and school governors. In terms of Section 16 of the South African Schools Act (South Africa, 1996), the governance of every public school is vested in its governing body, while the professional management of a public school must be undertaken by the principal under the authority of the Head of Department. Although the principal is ultimately the accountable person regarding the professional management of the school, he or she manages the school together with the SMT and the deputy principal. In this environment, the deputy principal should understand the ambit of his or her role while assisting the principal with management and administrative duties.

Assuming a management role has been shown to have implications for the incumbent's relationships with family members. Where family duties and responsibilities serve as professional barriers (De Witt, 2010) to the performance of deputy principals, especially women, the deputy principal has to know how to balance their personal and professional lives. Despite the fact that there is scant evidence in the literature on how the deputy principal's new role may affect the family relationships, studies on the socialisation of school leaders such as principals (Kitavi, 1995; Legotlo, 1994; Thomson & Blackmore, 2006), have shown that new responsibilities can be intrusive in a school leader's family life and

relationships. Deputy principals need to be familiar with the challenges that may be presented by appointment to a management position.

Interpersonal networking skills are critical for deputy principals to be able to communicate with individuals, both inside and outside the school. In fact, the deputy principal needs networking skills to get in contact with other deputy principals in the area for mutual support and sharing experiences. The formation of networks may benefit the deputy principal. This is corroborated by Daresh and Arrowsmith's (2003) view that the formation of networks is an important form of potential support that may assist you in the earliest stages of your career. In order to minimise professional isolation and to get support from fellow deputy principals in the district, the deputy principal is supposed to form networks.

Organisations in the community should be encouraged to participate in school activities and the deputy principal should endeavour to establish positive relationships with them on behalf of the school. Van Deventer (2003) explains that the community has a direct interest in what is taught at schools because schools perpetuate the community's beliefs, values and traditions. Moreover, through community participation in the work of the school, parents may become more interested in the things their children are doing (Van Deventer, 2003). Accordingly, the deputy principal should maintain contact with sporting, social, cultural and community organisations (ELRC, 2003), and encourage their active involvement in the school's extra-curricular activities.

Some of the strategies that can be helpful for the new deputy principal to develop their socialisation skills include the skill of asking questions about the traditions, past practices and culture of the school and the district, reading minutes of previous SGB meetings, attending lunches, breakfasts and other social events that may enable them to gain greater insights into some of the shared concerns of the colleagues, spending time to get to know the personality and characteristics of the community within the school, becoming an active participant in activities and events organised by professional bodies and working to learn about the internal and external realities of the school (Daresh, 2006).

The abovementioned description of socialisation skills reveals that newly appointed deputy principals seemingly need the following skills to optimise their performance:

- How to establish a cooperative relationship with circuit office staff
- How to establish good relations with the SGB
- Knowing where the limits are regarding authority within the school

- Understanding how the deputy principalship changes family relationships
- Developing interpersonal networking skills
- Ability to encourage involvement by all parties in the education community, and
- How to develop positive relationships with other organisations.

The deputy principal's duty and responsibility to interact and communicate with stakeholders require the establishment of sound relations with key stakeholders such as circuit office staff, the SGB and other stakeholders in the community who have an interest in the school. Deputy principals should also possess networking skills that enable them to share knowledge and experiences with their counterparts at other schools. It is also crucial to liaise and maintain contact with community organisations and to encourage them to be involved in the school. The extent to which the newly appointed deputy principal needs these skills formed part of the empirical phase and the results are reported in Chapter 5.

3.4.2.3 Self-awareness

Daresh (2006) posits that an awareness of one's duties and responsibilities in a job comes about largely as the product of a reflective process during which one constantly matches the requirements of the job with a personal value system. According to this author, if a person is content with the most important attitudes, values and beliefs that drive them, they will be happier and more effective, productive and successful. Legotlo (1994) concurs that a principal's self-awareness encapsulates their ability to understand why they were appointed to their position and how to balance power and authority, and to identify their own weaknesses. This is arguably a valuable lesson for newly appointed deputy principals who need self-awareness skills as part of their overall socialisation into the deputy principalship. When a person becomes more absorbed in a job as a personal commitment, they will not only be more satisfied, but more effective as well (Daresh, 2006). The argument presented in this paragraph helps to clarify what may become of a deputy principal whose self-awareness skills reflect a match between the requirements of the job and the value system.

Knowledge of what it means to possess organisational power and power structures in the school, both formal and informal, is a crucial component of the deputy principal's self-awareness. It is essential for deputy principals to know how to identify and work with the school's informal leaders and groups, to be knowledgeable of the power games and tactics used by these groups, and to identify informal group networks and use their communication systems to be more effective school leaders (Weller & Weller, 2002). It is vital for deputy principals to have an awareness of the power they possess to get the job done. Weller and

Weller (2002) sum up this argument by saying that that “power allows one to control another’s fate and to coerce those to do what they are unwilling to do via threat of punishment. I may not have the authority to do something, but my position gives me the power to do many things”. It is apparent from the aforementioned discussion that deputy principals need power to perform their duties effectively, but they have to know how to use it circumspectly.

The deputy principal’s self-awareness entails an awareness of what it means to possess organisational authority. Weller and Weller (2002) clarify that deputy principals have formal authority to enforce school system policy and school regulations and to require teachers and learners to obey legitimate requests or directives. Accordingly, deputy principals should understand the limits regarding the obedience of authority in order to ensure that they exercise their authority properly. Weller and Weller (2002) caution that obedience is conditional and the researcher argues that deputy principals should be familiar with these conditions when they exercise their authority:

- The directive is clearly stated and understood by the subordinate.
- The subordinate is capable of performing the task with existing mental and physical abilities.
- The directive coincides with the goals of the organisation.
- The directive is consistent with the subordinate’s personal interests, values and beliefs.

The abovementioned conditions of obedience reveal that there are limitations regarding the deputy principal’s exercise of authority. Although subordinates often obey directives from those in formal leadership positions, deputy principals should be aware of the limits within which they should operate and they should ensure that they do not abuse their authority.

The transition from a position lower in the hierarchy of the school to the deputy principalship challenges the newly appointed deputy principal to show an awareness of why he or she was selected for a leadership position. Several authors argue that there are problems with school leadership succession planning and professional development (Arar, 2014; Harris et al, 2003; Kwan, 2009; Petrides & Jimes, 2014) and that there is generally limited professional development for someone who would like to occupy a top position in a school. In this regard, deputy principals are often appointed to their position without adequate preparation and this militates against their smooth socialisation into the deputy principalship.

The newly appointed deputy principal is expected to portray a sense of self-confidence on the job once he or she has settled in. Deputy principals who participated in a study by Webb

and Vulliamy (1995) reported confidence in managing the curriculum because they were involved in classroom teaching and understood what curriculum delivery entailed. It is therefore necessary for deputy principals to possess experience or training that will help them to be confident in their jobs. Arguably, self-confidence also emanates from knowing what to do on the job and understanding the steps to take to address daily operational problems that are experienced by deputy principals, especially if they are still new in the job.

Today's schools need deputy principals who are visionaries and who set themselves goals that are achievable. Clarke (2007) explains that when you set goals you encourage people to dream of the way they would like things to be. The necessity for goal setting is emphasised by Van der Westhuizen's (2010) view that an educational leader who wants to manage effectively must have clearly defined goals. In assisting the principal by supervising the work of departmental heads and teachers, the deputy principal should be able to encourage his or her subordinates to share a common vision with him or her. In this vein, deputy principals need goal-setting skills that will enable them to set SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goals. Steyn and Van Niekerk (2012:241) admonish that "if you are goal-oriented, you have a much better chance of getting what you want". Moreover, the deputy principal needs vision and purpose in order to muster the energy to focus on getting where he or she wants to be (Steyn & Van Niekerk, 2012, p. 241). In sum, the deputy principal should not only set goals that focus on improving teaching and learning, but also those that will make a difference in the life of learners

One of the critical self-awareness skills that one can possess is being aware of your biases, strengths or weaknesses. The awareness of knowing yourself is regarded as self-knowledge in the literature on self-management (Steyn & Van Niekerk, 2012). Steyn and Van Niekerk (2012) warn that we need to be aware of our strengths and weaknesses to be able to plan and act effectively. Clarke (2007) concurs that leadership requires us to act in the best interests of our people and our organisations, and it is important that we understand the strengths and frailties that make up the people that we are. Deputy principals need to know themselves with regard to their biases, strengths or weaknesses so that they can be in control of themselves and their behaviour in the school.

Change management skills are critical for deputy principals to enable them to participate effectively in the school's overall strategic planning process. Clarke (2007) explains that the problem with change is not the change itself, but the way people respond to it. Similarly, the way in which the deputy principal responds to change and demonstrates the necessary change management skills is important. Van der Merwe (2003) states that managers who

are good at managing change possess a distinct mix of knowledge, skills, personal attitudes and values. In fact, bringing about effective change is one of the most important, and one of the most difficult tasks confronting leaders (Weller & Weller, 2002). However, there will always be change in schools that may require deputy principals to frequently review their personal visions for the school. To be able to do that, deputy principals need what Weller and Weller (2002) describe as knowledge of change theory and change practices.

The deputy principal should be able to assist teachers with curriculum implementation by providing instructional leadership. Weller and Weller (2002) highlight that in quality-oriented schools, principals and their deputies are the key individuals for providing instructional leadership to facilitate teacher awareness and develop effective instructional practices. Weller and Weller (2002) suggest the following practices for deputy principals to ensure that they develop the skills needed for instructional leadership to assist teachers with curriculum implementation:

- Spend a maximum amount of the daily time with teachers and departmental heads on instructional and curricular matters
- Communicate daily with teachers and learners about the vision of the school and the importance of student learning
- Practice management-by-walking-around to diagnose problems impeding effective instruction and take immediate steps to correct identified impediments, and
- Continually investigate new and better ways to improve the teaching-learning process

The abovementioned practices of a capable instructional leader show that a deputy principal who practices instructional leadership believes that all learners can learn and teaching and learning is a top priority in such a school. Such a deputy principal strives relentlessly to improve teaching and learning in the school.

The ability to assist the principal with management and administrative duties requires the deputy principal to demonstrate, among others, the qualities necessary for effective management of people. Bondesio and De Witt (2010) clarify that personnel management may be regarded as the provision, maintenance and development of personnel with the aim of achieving the primary goals of the undertaking concerned. Several aspects of personnel management which are often distinguished when managing people include personnel policy, provision, evaluation, relationships, development, conditions of service and other related aspects of personnel management. In the context of the deputy principal's work, the deputy

principal has to manage the subordinates and this requires him or her to demonstrate qualities that are needed to manage people. Weller and Weller (2002) conclude that deputy principals need those knowledge and skills that are essential to persuading and influencing subordinates to be effective in performing their tasks.

Lastly, Daresh (2006) and Daresh and Arrowsmith (2003) suggest strategies that deputy principals may employ to enhance their self-awareness skills. Each of these strategies receives attention in the paragraphs that follow. These strategies are discussed with the role of the deputy principal in mind. They may be employed to enhance the self-awareness skills of deputy principals and improve their self-esteem, satisfaction and motivation.

Firstly, deputy principals should identify mentors in their school or the district to mentor them and give them feedback about their career development. The mentors may be persons who can assist deputy principals with all other aspects of their work and their professional development.

The second step is to write and periodically review their statement of personal professional values or their educational philosophy. An identification of deputy principals' educational philosophy will help them to increase their self-awareness and a sense of who they are in a new professional role so that they can meet the pressures of leadership with greater confidence (Daresh, 2006).

Thirdly, deputy principals should work with trusted colleagues who will agree to observe their work over a period of time and to describe what they believe the deputy principal was doing on the job. Their perceptions need to be compared and contrasted with those of someone who is observing the work of the deputy principal from outside.

Fourthly, deputy principals should consider how they will address the personal stress they will face as they try to balance their time, job responsibilities and their commitment to their family and personal life. Steyn and Van Niekerk (2012) reinforce the notion of self-management as part of self-awareness by adding that developing the total self has intellectual, emotional, physical and spiritual features.

Self-awareness skills that were identified from the literature include the following skills that newly appointed deputy principals seem to need:

- Demonstrating an awareness of what it means to possess organisational power and authority

- Demonstrating an awareness of why one was selected for a leadership position in the first place
- Portraying a sense of self-confidence on the job
- Having a vision along with the understanding needed to achieve certain goals
- Demonstrating a desire to make a significant difference in the life of learners
- Being aware of one's biases, strengths or weaknesses
- Understanding that change is on-going and that it results in a continually changing vision of a deputy principal
- How to assist teachers with curriculum implementation; and
- How to demonstrate qualities necessary for effective management of people.

Deputy principals possess legitimate power and authority by virtue of their management position in the school. They should therefore be confident on the job and have a vision of how they intend to make a difference in the lives of learners. Deputy principals should be aware of their strengths and weaknesses to perform their duties with much needed confidence. They should also be able to assist teachers with curriculum implementation and to handle new challenges that may be brought about by a change in schools. The extent to which these self-awareness skills are needed by newly appointed deputy principals was included in the empirical phase and the results are reported in Chapter 5.

3.4.3 Synthesis

Daresh and Playko's (1992) three-skills approach is useful to understand the types of critical skills that deputy principals need to optimise their performance. The well-known three-skill approach identifies three critical skill areas that deputy principals need to survive the turbulent first years of the deputy principalship and to continue to perform effectively. An analysis of the skill areas show that deputy principals must perform management functions (technical and managerial skills), pay attention to fitting into the school (socialisation) and demonstrate that they know what the job is all about and how it affects the individual (self-awareness and role-awareness).

The technical and managerial skills that the deputy principal should possess include skills such as how to evaluate staff to determine their areas of professional development, how to

conduct effective meetings, how to prepare a budget for the planning and control of expenditure and allocation of resources and how to deal with the law-related matters that often arise in the school situation.

Socialisation skills entail the expectations of the community where the deputy works. It entails both professional and organisational socialisation. The deputy principal is expected to work cooperatively with key stakeholders and build sound relationships with them. To be able to socialise effectively, the deputy principal should have both good communication and effective listening skills.

Self-awareness skills focus on an awareness of the deputy principal's duties and responsibilities. Self-awareness requires one to be able to balance the requirements of the job with their personal value system. It also entails knowing why a person was appointed to a post in the first place and the ability to balance power and authority. A person such as the deputy principal should be able to identify their own weaknesses and the forms of power that they can use.

3.4.4 Summary

This chapter sought to achieve research aim two, namely to determine from the literature what problems newly appointed deputy principals experience and the critical skills that they need to perform effectively. The broad categories of the problems identified through the literature review include personal problems, administrative problems, SMT problems, problems with instructional staff, internal relationship problems, learners' problems, external relationship problems and general problems.

The critical skills needed by deputy principals include technical and managerial skills, socialisation skills and self-awareness and role awareness skills. The discussion elaborated on these categories of skills (see par 3.4.2.1, 3.4.2.2 and 3.4.2.3) in order to specify the skills that are needed by newly appointed deputy principals to perform their duties effectively. The next chapter reports on the empirical evaluation of the problems experienced and skills needed to determine the extent to which the problems are experienced and skills are needed by newly appointed deputy principals in practice.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

Chapter 3 identified the problems experienced and skills needed by newly appointed deputy principals from the available literature. The identified problems and skills make it possible to achieve research aim two, which is to determine empirically the extent to which the problems are experienced and what skills are needed in practice.

In an effort to achieve the abovementioned research aim successfully, the strategy that was used to undertake the investigation that is presented in this study is explained here. The epistemological paradigms that guided the research are clarified and described. The description of the methods includes aspects such as the data collection instrument, population and sample, data collection and analysis and ethical considerations. The chapter commences with a description of the research design.

4.2 Research Design

A research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data are obtained (McMillan & Schumacher, 2010). In fact, the research design indicates the general plan of how the research is set up, what happens to the subjects, and what methods of data collection are used (McMillan & Schumacher). The research design for this study helped to specify the plan to gather the empirical evidence that was used to answer the research questions.

Due to the fact that this study adopted a quantitative approach, it is necessary to clarify quantitative modes of inquiry, which include both experimental and non-experimental designs (Maree & Van der Westhuizen, 2010). The latter was preferred for this study. Non-experimental designs are used in descriptive studies in which the units that have been selected to take part in the research are measured on all the relevant variables at a specific time (Maree & Pietersen, 2010). In this study, a non-experimental survey design was chosen as the most appropriate design for this study. The research design that is presented in this section commences with a brief description of the four common research paradigms and an indication of which research paradigm underpins this study. Thereafter the discussion provides the rationale for choosing a post-positivist paradigm for the study. Subsequently, the methodology and strategy of inquiry for the study are described. It is important to clarify the research design, which is a blueprint for the study, in order to provide the results that are credible (McMillan & Schumacher, 2010). The design for this study is therefore a

quantitative, non-experimental survey design that is underpinned by a post-positivist paradigm.

4.2.1 Research paradigms

A paradigm is defined as a set of assumptions or beliefs about fundamental aspects of reality that gives rise to a particular world-view (Guba & Lincoln, 1994; Nieuwenhuis, 2010). According to Du Plooy-Cilliers (2014) a paradigm describes a cluster of beliefs and dictates what influences there should be, what should be studied, how research should be done, and how results should be interpreted. An understanding of what a paradigm is and which paradigm is applicable to a study enables the researcher to adopt a specific approach, in this case to determine the problems experienced and the skills needed by newly appointed deputy principals. The four common research paradigms that receive attention in this section are interpretivism, critical-ideological theory, positivism and post-positivism. Both interpretivism and critical theory underpin qualitative research and are therefore not applicable to this study. However, these two paradigms are described briefly to be familiar with alternative points of view that undergird the research. Burrell and Morgan (1979) explain that the four paradigms define four views of the social world based upon different meta-theoretical assumptions with regard to the nature of science and of society. It is important to select a paradigm to guide this study so that it guides the researcher to make philosophical assumptions about the research and the selection of tools, instruments, participants and methods used in the study (Ponterotto, 2005). Figure 4.1 provides an illustration of the research paradigms. Both positivism and post-positivism are not described in Figure 4-1 because they receive more attention in the paragraphs that follow (see par 4.2.1.1 and 4.2.1.2).

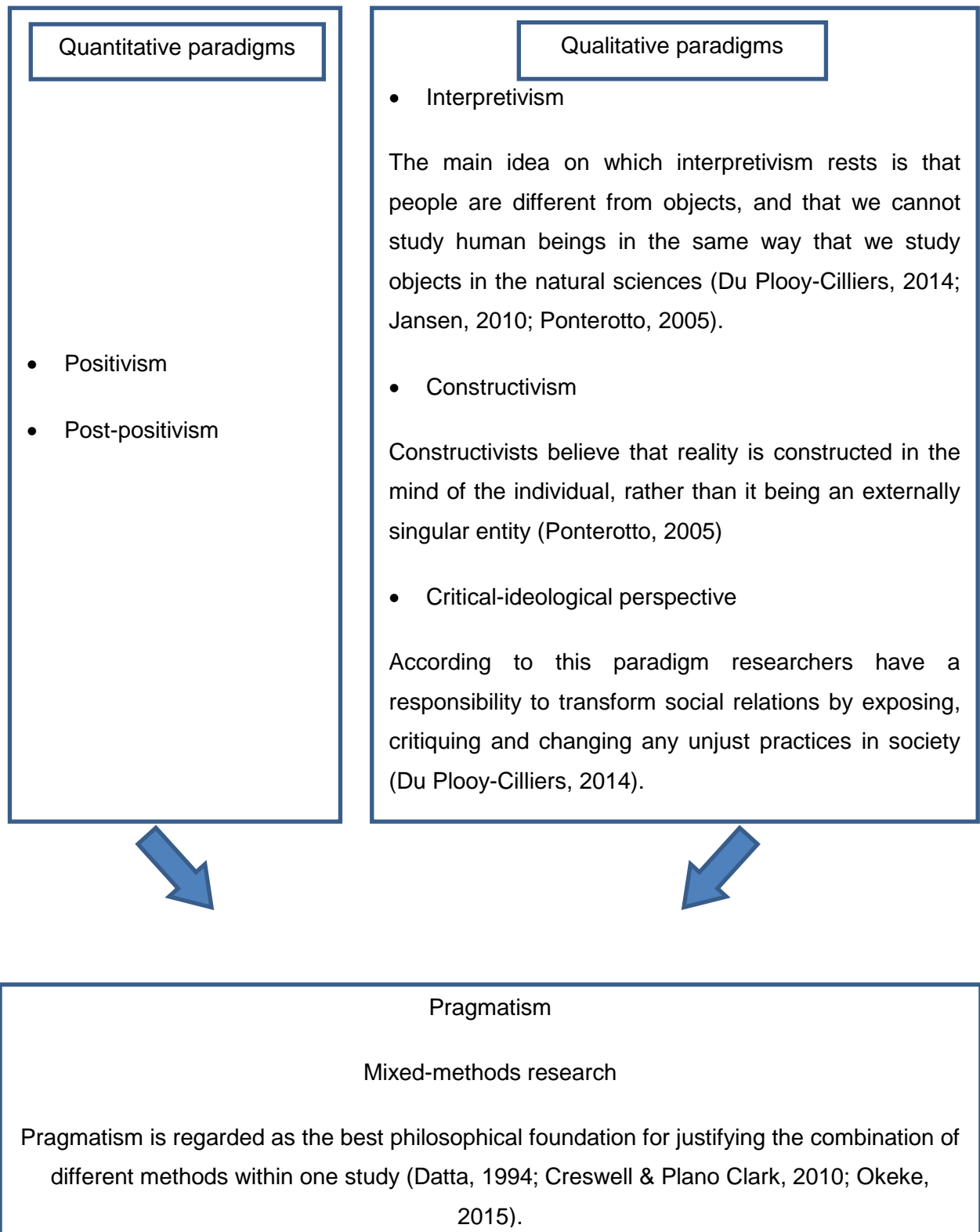


Figure 4-1: Research paradigms

4.2.1.1 Positivism

Positivism originated during the Enlightenment and thinkers during this era insisted that only objective, observable and verifiable facts should be considered when we attempt to understand and explain natural and social phenomena (Du Plooy-Cilliers, 2014; Ponterotto, 2005). This is in fact an approach that is preferred by researchers in the natural sciences. In other words, positivists believe that researchers and other knowledge seekers can only get valid knowledge from empirical evidence.

Du Plooy-Cilliers (2014) argues that positivists want to learn how the world works so that they can predict and control events. Positivists believe that knowledge is the result of empirical observation only, and they see a clear separation between science and non-science. They rely heavily on experiments, utilising control groups and experimental groups (Du Plooy-Cilliers, 2014, p. 25; Jansen, 2010, p. 21).

Positivists also hold the view that there is a single, objective and stable social and physical external reality that is governed by laws (Du Plooy-Cilliers, 2014; Jansen, 2010). Scholars who subscribe to this paradigm believe that reality can be observed and measured and that the duty of the researcher is to discover the laws that govern reality (Du Plooy-Cilliers, 2014; Okeke, 2015). According to positivists, reality has order and regularity (Du Plooy-Cilliers, 2014).

Positivists are of the opinion that a given cause has the same effect on all people (Du Plooy-Cilliers, 2014). They do not consider the effect that the social, psychological, historical or cultural context can have on behaviour. They believe in objectivism (Du Plooy-Cilliers, 2014). The primary goal of positivistic inquiry is an explanation that ultimately leads to prediction and control of phenomena (Ponterotto, 2005). In conclusion, Fraenkel and Wallen (2008) state that positivists believe that the scientific method is the surest way to produce effective knowledge.

Due to the abovementioned assumptions that underpin positivism, this study was not underpinned by positivism but by post-positivism instead. The following justification for the rejection of positivism for the purposes of this study is relevant:

Positivists rely heavily on experiments, but this study focuses on human subjects as respondents who can provide the data that will help to answer the research question.

Positivists believe in the objective truth, but this study acknowledges that the truth can be subjective sometimes. That is why the responses to the questionnaire items cannot be regarded as immutable.

Unlike relying on cause-and-effect relationships, this study disregards the positivist stance and instead considers the reality that the social, psychological, historical or cultural context can have an effect on the behaviour of individuals, particularly those who participate in a specific study.

It is against this backdrop of the limitations of positivism that post-positivism was preferred for this study. In the next section post-positivism is described and justified as the paradigm that underpins this study.

4.2.1.2 Post-positivism

Ponterotto (2005) clarifies that post-positivism arose out of dissatisfaction with some aspects of the positivist stance. Cohen, Manion and Morrison (2011), Creswell (2007), De Vos et al. (2007), McMillan and Schumacher (2010) and Neuman (2011) elucidate that post-positivism is amongst other views a specific scientific approach for combining deductive logic with precise empirical observations of individual behaviour to discover or confirm a set of probabilistic causal laws that can be used to predict general patterns of human activity. Cohen et al., (2011) state that post-positivism argues for the continuing existence of an objective reality, but adopts a pluralist view of multiple, co-existing realities than a single reality. The knowledge that develops through a post-positivist lens is based on careful observation and measurement of the objective reality that exists out there in the world (Creswell, 2003; Creswell, 2007; McMillan & Schumacher, 2010).

Unlike the positivist paradigm, post-positivism relies on multiple methods to capture reality, therefore verification is deemed to be important (Stead, 2004). Accordingly, the survey questionnaire that was used in this study endeavoured to verify the data collected by providing open-ended questions at the end of Sections C and D of the questionnaire. Nieuwenhuis (2010) makes the point that according to post-positivism, objectivity is recognised as an ideal that can never be achieved, and research is conducted with a greater awareness of subjectivity. In fact, post-positivism is a useful paradigm for researchers who maintain an interest in some aspects of positivism such as quantification, yet wish to incorporate interpretivist concerns around subjectivity and meaning, and who are interested in the pragmatic combination of qualitative and quantitative methods (Nieuwenhuis, 2010).

There are several factors that reinforce the choice of post-positivism as a paradigm that underpins this study (Du Plooy-Cilliers, 2014; Nieuwenhuis, 2010; Ponterotto, 2005). These factors are examined below and an illustration of how they relate to this study follows thereafter.

Post-positivist approaches assume that reality is multiple, subjective and mentally constructed by individuals. It is argued in this study that the structured items in the questionnaire are not immutable, which is the reason for the inclusion of open-ended questions to elicit responses that may not be encapsulated in the questionnaire.

Reality is not a fixed entity and it is to a certain degree accepted that reality is a creation of the individuals involved in the research. The preference for post-positivism in this study emanates from the acknowledgement that there is no singular view of an objective reality.

Post-positivists believe that the constructed reality does not exist in a vacuum, but is influenced by the context. Therefore measurement alone is not enough, especially in the human sciences, because human beings are not like objects. That is why the responses to the structured items of the questionnaire cannot be regarded as the absolute truth.

Objective reality as proposed by positivist philosophy can only be seen as one aspect or dimension of reality. The researcher holds the view that is reinforced by Cohen et al. (2011) that there are multiple external realities or knowledge is regarded as subjective rather than objective.

The emphasis in all of these factors is that reality is not something that is cast in stone but a creation of the respondents who participate in a research study. It is also noteworthy to mention that post-positivists hold the view that verification of data collection methods is crucial to establish and find evidence that is valid and reliable. However, post-positivism is not without its own limitations, just like any other paradigm. The main criticism of post-positivism is that they use methods that are merely an assembly of anecdotes and personal impressions, which are highly suspect in terms of research subjectivity and researcher bias (Nieuwenhuis, 2010).

Ponterotto (2005) shows that despite the differences between the two paradigms, they have much in common. The following similarities of both the positivist and post-positivist paradigms are highlighted (Ponterotto, 2005):

- Both paradigms seek to provide an explanation that leads to prediction and control of phenomena
- They emphasise cause and effect linkages of phenomena that can be studied, identified and generalised
- In both paradigms the researcher plays an objective and detached role
- Both paradigms operate from both a nomothetic and etic perspective
- Positivism and post-positivism serve as the primary foundation for quantitative research.

It is evident from the similarities of the two approaches mentioned above that in many areas both positivism and post-positivism correspond. Both paradigms rely on measurement to establish true reality, but post-positivism acknowledges that measurement alone may not be adequate to establish the truth, and that other methods could be used to complete measurement. This is the philosophical stance that was adopted for this study. Post-positivism is the primary foundation and anchor of this study on an induction programme for the professional development of newly appointed deputy principals.

4.2.2 The rationale for choosing a post-positivist and quantitative approach

A quantitative approach that is underpinned by a post-positivist paradigm was chosen as the most appropriate approach for this study. In this study, a structured questionnaire was administered to respondents to determine the extent to which they experience problems as newly appointed deputy principals, and the extent to which they regard the skills listed on the questionnaire as critical for the performance of their duties and responsibilities. In addition to that, open-ended questions, one at the end of each section (Sections C and D), were provided for the respondents to list any other problems or skills that were not included on the questionnaire. However, in most of the questionnaires there were no responses to these questions that yielded interpretable data.

It was also preferred to use this paradigm as opposed to others, for instance positivism, which propagates the notion that the truth or knowledge should only be what can be measured. The researcher would like to argue that post-positivism recognises the fact that what is measured may not be the absolute truth, and that other methods could be used for verification, such as adding an open-ended question to a structured questionnaire. Moreover, Ponterotto (2005) argues that human intellectual mechanisms are flawed and that life's phenomena are basically intractable, and therefore one can never fully capture a true reality. It therefore stands to reason that the researcher did not anticipate to fully capture a true reality of the problems experienced and skills needed by deputy principals. In order to compensate for this limitation of methods, the respondents were given the option of listing any other problems or skills that were not included among questionnaire items.

4.2.3 Quantitative research

McMillan (2012) and Taylor (2005) state that quantitative research refers to any approach to data collection where the aim is to gather information that can be counted or measured in some form or another. A clearer definition of the concept of quantitative research is provided by Maree and Pietersen (2010) who regard it as a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a population to generalise

the findings to the population that is being studied. It is important to note that the authors identify three key elements of the definition, namely objectivity, numerical data and generalizability (Maree & Pietersen, 2010). The quantitative research that is reported in this thesis sought to collect and analyse numerical data in an objective way. However, there are limitations with regard to the generalizability of the results of this study, and this matter is discussed in paragraph 4.5.

4.2.4 Non-experimental, survey research

A non-experimental survey design was chosen as the most appropriate design for this study. A non-experimental study is one in which there is no control over what may influence the responses of the participants (McMillan & Wergin, 2010). This study adopted a non-experimental design, which entailed administering a survey questionnaire to deputy principals and not exercising any control over how they will respond to the items on the questionnaire. The researcher ensured that the data are not contaminated and that the respondents are not influenced to respond in any particular way.

In a survey research design, the investigator typically selects a sample of subjects and administers a questionnaire or conducts interviews to collect data (De Vos et al., 2007; McMillan & Schumacher, 2010; Neuman, 2011). In this study, the focus is only on administering a questionnaire to deputy principals in secondary schools to solicit their responses on problems that they experience and the skills that they need to perform effectively. Surveys are used frequently in educational research to describe attitudes, beliefs, opinions and other types of information, and the research is designed so that information about the population can be inferred from the responses obtained from the respondents (De Vos et al., 2007; McMillan & Schumacher, 2010; Neuman, 2011). The responses of the respondents enabled the researcher to infer from the study the extent to which new deputy principals experience problems in their positions and the critical skills that they need to perform optimally.

Survey research typically follows several steps and these steps are highlighted in the work of Creswell (2008). Each of these steps is listed below together with an explanation of how this study followed each of these steps. It is necessary to relate these steps to what was done practically in this study to ensure that these steps are not mentioned in isolation, but reflect the practicalities of the empirical work that was undertaken.

Step 1: Decide if a survey is the best design to use

The first step that was taken in this study was to determine whether the survey was the best design to use and whether it would enable the researcher to answer the research question properly. Due to the fact that surveys help to describe the trends in a population or to describe the relationship among variables or compare groups, the survey was adopted as the most appropriate design for this study to describe the problems experienced by newly appointed deputy principals and the skills that they need to perform optimally. Moreover, the survey design was preferred for this study due to the numerous advantages of using a survey compared to other quantitative designs.

Step 2: Identify the research questions or hypotheses

The research question was identified as: What induction programme can be developed for the professional development of newly appointed deputy principals? (see par 1.2.1). This question could realistically be answered through a survey design. The question for this study complied with some of the questions that can be used in a survey design, including those that describe the characteristics of a population, compare specific attributes of groups or that relate two or more variables. The questions that were addressed through the survey design in this study involved description and comparison of the problems experienced by newly appointed and experienced principals.

Step 3: Identify the population, the sampling frame and the sample

The third step that was followed in this study involved the identification of the target population, i.e. all the deputy principals of secondary schools in the North West Province. Owing to the inclusion of all deputy principals, it was not necessary to draw a specific sample. Therefore, the questionnaire was administered to all secondary school deputy principals in the North West Province.

Step 4: Determine the survey design and data-collection procedures

This step involves determining whether the study is conducted over time or whether it is conducted immediately and quickly. The study that is reported here was not a longitudinal study, but a cross-sectional study. Cohen et al. (2011) define a cross-sectional study as one that produces a snapshot of a population at a particular point in time. Due to the fact that this type of a study enables the researcher to compare different groups (Cohen et al., 2011), it was preferred to enable a comparison between experienced and newly appointed deputy principals. The data were collected by means of questionnaires. Prior to data collection, the advantages and disadvantages of using this method of data collection were considered.

Step 5: Develop or locate an instrument

A measuring instrument that was used to gather data for this study was located and not developed as a new instrument. To develop an own instrument or to locate an existing one requires the researcher to ensure that the standards of reliability and validity are upheld. The reliability and validity of the questionnaire was determined during data analysis (see par 5.4). In this study the questionnaire developed by Legotlo (1994) was revised and adapted to be used as a data collection instrument. The development of the questionnaire is described in more detail in subsequent sections of this chapter (see par 4.3.3).

Step 6: Administer the instrument

This step takes time and starts with obtaining permission to conduct the survey and using procedures for data collection. It also requires continuous follow-up to ensure a high response rate. In this study repeated attempts were made by means of telephone calls, e-mails and social media to try to elicit a good return rate. However, these attempts were aborted because there was a poor return of questionnaires from the APOs (see par 4.6), which resulted in the adoption of alternative measures to get a credible return rate. The questionnaire was administered to deputy principals of secondary schools after it was approved by both the promoters of the study and a consultant from the Statistical Consultation Service (SCS).

Step 7: Analyse the data to address the research questions or hypotheses

The data analysis for this study involved the use of descriptive analysis and other statistical analyses that were conducted with the help of the SCS. The specific statistical techniques and software programmes that were used to analyse the data are described in detail in Chapter 5 (see par 5.1). The data analysis endeavoured to address the research question, which seeks to develop an induction programme for newly appointed deputy principals, on the basis of problems that they experience and skills they need.

Step 8: Write the report

The research report was written according to the structure that is recommended by the promoters and the university. The report indicates that the results of the study can be regarded as the findings for the study population. It also reveals how the research question was answered by the development of an induction programme for the professional development of newly appointed deputy principals.

The steps described above indicate how data was collected and entails related aspects such as data analysis and the writing of the research report. The decision about whether a survey was the best design to use was crucial for this study in view of the advantages of the survey design. With the survey that was used in this study, it could be administered in a short time, it was economical as a means of data collection and a geographically dispersed population could be reached.

4.3 Research Methodology

This section on the research methodology sheds light on the data collection instrument, the development of the questionnaire as the data collection instrument, the exploratory study to determine the face validity of the questionnaire and measures to ensure validity and reliability of the data collection instrument.

4.3.1 Data collection instrument

A quantitative structured questionnaire was chosen as the data collection instrument for this study on problems experienced by newly appointed deputy principals and the skills that they need to optimise their performance.

Boweni (2013) argues that a structured questionnaire is an appropriate data collection instrument, and uses the following reasons to justify this claim:

It offers the anonymity of the respondents and they may be willing to be truthful when answering the different items on the questionnaire

It offers time for participants to think logically and carefully before attempting to answer the different items

It gives the respondents the latitude to answer items in any order of their choice, easing the tension of having to think deeply and hurriedly when responding to the items.

It is for these same reasons that the questionnaire was preferred to be used as the data collection instrument for this study.

4.3.2 The data collection instrument for deputy principals

The data collection instrument for this study was a structured questionnaire that was constructed as explained later on in this chapter (see par 4.3.3). The questionnaire included a cover or consent letter, instructions, the scale used for item responses and a detailed elaboration on how the questionnaire was constructed and the different sections and items

of the questionnaire. Each of these elements that make up the questionnaire is described briefly in the paragraphs that follow.

Cover letter

The cover letter that was attached to the questionnaire invited the participants to take part in the study and to complete the instrument. It indicated the title of the thesis and clarified the aim of the study. It implored the respondents to participate in the study by stating that it would not take much of their time. Measures to seek permission from both the respondents and the Ethics Committee of the university were stated. The letter also reflected compliance with normative research ethics and highlighted the contribution of the study.

Instructions

The respondents were given clear instructions on how to complete the questionnaire. In sections A and B (biographical and demographic information), the respondents were required to make a cross in the numbered square that applied to them. In section C the respondents were asked to indicate the extent to which they experience problems by using a rating scale. In section D the respondents were asked to indicate the extent to which a skill is critical for the performance of their duties by using a rating scale.

Scale

The Likert scale was used in this study to measure how deputy principals feel about the problems that they experience and the skills they need to perform their duties effectively. Maree and Pietersen (2010, p. 167) explain that “a very common and useful way in survey research of measuring how respondents feel or think about something is by using scales”. The Likert scale that was used in this study consisted of four response categories, namely to almost no extent, to a small extent, to some extent, and to a large extent. The four-point Likert scale was preferred for this questionnaire because respondents tend to choose a neutral option, so that option was not provided in the questionnaire. The scale is illustrated in Table 4.1 below.

Table 4-1: Scale Used for Item Responses

To almost no extent	To a small extent	To some extent	To a large extent
1	2	3	4

4.3.3 Development of the questionnaire

The questionnaire that was used in this study was developed in light of the questionnaire used by Legotlo (1994) and adapted to be consistent with modern terminology and the duties and responsibilities of the deputy principal that are highlighted in the PAM document. In addition, a synthesis of the problems experienced by newly appointed deputy principals and the skills that they need as identified from the literature were taken into account during the design of the questionnaire. The different questionnaire items and sections of the questionnaire are described in the paragraphs that follow.

SECTION A: Biographical information

This section contains the following biographical information about the respondents, which includes items 1 up to 8:

- Age at last birthday
- Highest academic qualification
- Gender
- Home Language
- Current post level
- Years of experience as a deputy principal at the end of 2015
- Marital status
- Position held before becoming a deputy principal.

SECTION B: Demographic aspects

The questions in this section (items 9-11) focused on the demographic data of the respondents and included the following aspects:

- School type
- Number of educators at the school
- The school's quintile ranking

SECTION C: Problems

This section of the questionnaire focused on problems experienced by newly appointed deputy principals and included the categories of problems such as personal problems, administrative problems, problems with the SMT, problems with instructional staff, internal relationship problems, learner problems, external relationship and general problems. An illustration of these problems is depicted in Table 4-2 below, indicating the number of items on the questionnaire and the paragraphs where they are found.

Table 4-2: Problems Experienced by Newly Appointed Deputy Principals

Number	Sub-category	Items	Paragraph
1	Personal problems	1 to 8	3.3.1
2	Administrative problems	9 to 18	3.3.2
3	Problems with the SMT	19 to 24	3.3.3.1
4	Problems with instructional staff	25 to 30	3.3.3.2
5	Internal relationship problems	31 to 38	3.3.4
6	Learner problems	39 to 42	3.3.5
7	External relationship problems	43 to 49	3.3.6
8	General problems	50 to 62	3.3.8

At the end of this section, an open-ended question was added to prompt the respondents for other problems which may not have been identified in the literature. This step was taken in view of the acknowledgement that the literature on problems experienced by newly appointed deputy principals cannot be deemed to be exhaustive. However, no data could be reported from this part of the questionnaire because most of the respondents ignored it.

SECTION D: Skills

The focus in this section was on skills that newly appointed deputy principals need to perform their duties effectively. The clusters of skills needed by newly appointed deputy principals include technical, socialisation and self-awareness skills. Table 4.3 below illustrates these skills clusters and the item numbers and paragraphs where they are found.

Table 4-3: Skills Needed by Newly Appointed Deputy Principals

Number	Category	Items	Paragraph
1	Technical skills	63 to 68	3.4.2.1
2	Socialisation skills	69 to 75	3.4.2.2
3	Self-awareness skills	76 to 85	3.4.2.3

An open-ended question was added at the end of this section to enable the respondents to mention other skills that they need that were not identified in the literature. The researcher acknowledges that the skills identified in the literature may not be the only skills that are needed by newly appointed deputy principals. Therefore, the respondents were probed for other skills that they reckon to be critical for their performance. However, no new skills emerged from the responses to the questionnaire.

4.3.4 An exploratory study

An exploratory study was undertaken during which questionnaires were administered to deputy principals (n=5) who attend classes at the NWU for the ACE School Leadership programme. All the respondents were practising deputy principals. The respondents were asked to comment on whether the questionnaire items were understandable, and whether there were any suggestions for the improvement of the questionnaire.

All the questionnaires that were given to the respondents were returned. The respondents did not make any proposals regarding items that were regarded as difficult to understand. The questionnaires were then duplicated in numbers and prepared for final distribution to the respondents. The next section discusses the validity and reliability of the questionnaire.

4.3.5 Validity and reliability of the data collection instrument

This section clarifies the measures to ensure the validity and reliability of this study.

4.3.5.1 Validity

The validity of a measuring instrument is the extent to which the instrument measures what it is intended to measure (De Vaus, 2002; Maree & Pietersen, 2010; Neuman, 2011). Cohen et al. (2011) explain that in quantitative research validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data. These aspects were taken into cognisance during the selection of participants, the

development of the measuring instrument and data analysis. Three kinds of validity were addressed in this study (Cozby, 2009; Neuman, 2011).

Face validity

Face validity refers to the extent to which an instrument looks valid (Pietersen & Maree, 2010). In this study, face validity was ensured by giving the questionnaire to specialists for their critical comment. Respondents during the exploratory study were also requested to comment on their understanding of items, language and the format of the questionnaire.

Content validity

Pietersen and Maree (2010) explain that content validity refers to the extent to which the instrument covers the complete content of the particular construct that it set out to measure. The questionnaire that was used in this study was adapted after a thorough literature review to be suitable for the context in which it was used. Moreover, it was given to experts in the field of educational management to make their critical comment.

Construct validity

Construct validity has to do with how well the constructs covered by the instrument are measured by different groups of related items (Pietersen & Maree, 2010). Factor analyses were used as statistical techniques to determine the construct validity of the questionnaire. The factor analyses that were conducted will be discussed in more detail in chapter five (see par 5.3.1).

4.3.5.2 Reliability

Neuman (2011) and Pietersen and Maree (2010) define reliability as the consistency with which a measuring instrument yields a certain result when the entity being measured has not changed. In this study the coefficient that was used to measure the internal reliability of the questionnaire is called Cronbach's alpha coefficient (Ary et al., 2010; Pieterse & Maree, 2007). Cronbach's alpha coefficient was calculated to determine the reliability of the constructs of the questionnaire that was developed for this study. The calculation of Cronbach's alpha coefficient to determine the reliability of the questionnaire is reported in chapter five (see par 5.3.2).

4.4 Study Population

The population in a study refers to a group of individuals who have the same characteristics (Creswell, 2008; Fraenkel & Wallen, 2008; McMillan & Schumacher, 2010), while a target

population is a group of individuals or organisations with some common defining characteristics that the researcher can identify and study (Creswell, 2008; McMillan & Schumacher, 2010). The study population for this study were secondary school deputy principals who attended regional conferences organised by the South African Democratic Teachers Union (SADTU). According to the statistics obtained from the North West Department of Education, there are 401 secondary schools with deputy principals in the province (Kgaje, 2015). These statistics were used as a basis for the distribution of questionnaires and determining the return rate.

Due to the poor response from secondary schools in the province (see par 4.6) and in order to maximise the return rate, permission was obtained from SADTU to administer the questionnaire to deputy principals of secondary schools who were delegates to the Regional Biennial General Meetings (RBGMs). The RBGMs were held during the month of October 2015 in the four districts of the province, namely Bojanala, Dr Kenneth Kaunda, Dr Ruth Segomotsi Mompoti and Ngaka Modiri Molema districts. The questionnaires were distributed as indicated in Table 4.4 below. Due to the limitations of using the population comprising of members of only one union in the province, the results of the study may not be generalised to all deputy principals of secondary schools in the North West Province. Therefore, the results of this study are only applicable to the study population.

4.5 Data Collection Procedure

There was a poor return rate of the questionnaires that were sent to schools via Area Project Offices (APOs). Out of a total of 400 questionnaires, only 35 (8.75 %) were received back. After numerous attempts to make follow-up on the questionnaires, an alternative measure was considered to get a credible return rate. Permission to distribute questionnaires was sought from the Provincial Secretary of the majority teachers' union in the North West Province (see par 4.5). The response to the request to conduct research also included a schedule of RBGMs of the union where the researcher would be allowed to administer questionnaires to deputy principals of secondary schools who were delegates to the conference. The respondents were given time on the programme (30 minutes) to complete the questionnaires and to return them to the researcher, who waited for the questionnaires. The total number of questionnaires distributed and the return rate are indicated in Table 4.4 below. The data shown in reflect a satisfactory return rate of the questionnaires that were distributed.

Table 4-4: Distribution of Questionnaires

District/Region	Number of secondary schools	No of questionnaires distributed	Number of questionnaires received back	% of questionnaires received back
Dr Kenneth Kaunda	53	30	25	83%
Bojanala	136	70	50	71%
Ruth Segomotsi Mompoti	106	50	40	80%
Ngaka Modiri Molema	106	50	42	84%
TOTAL	401	200	157	78%

4.6 Data Analysis

The following statistical techniques were used to achieve the specific aims of the study:

In order to determine the extent of problems newly appointed deputy principals experience and critical skills they need to perform optimally, frequencies, means and percentages were calculated (see par 5.5).

To determine the differences in the responses of newly appointed and experienced deputy principals with regard to the problems experienced and skills needed, Cohen's effect sizes were calculated (see par 5.6). (A t-test for independent groups was performed as the inferential statistics procedure in order to obtain p-values).

To evaluate the practical importance of differences between groups' means on problems experienced and skills needed by deputy principals for different biographical variables, Cohen's effect sizes were calculated (see par 5.7). (In order to determine p-values in cases where two groups were involved, t-tests for independent groups were also calculated. Where two or more groups were involved, ANOVAs and Tukey's post hoc tests were performed as the inferential statistical procedure to report statistically significant differences).

To determine if correlations (linear relationships) exist between problems experienced and skills needed by deputy principals, Pearson correlation coefficients were calculated (see par 5.8).

The results of the analyses are reported in the paragraphs indicated in the relevant sections of Chapter 5. Please note that as a result of the fact that no random sampling was done (see par 4.5), interpretations in this study were done according to Cohen's effect sizes. However,

p-values obtained from inferential statistics procedures are reported for completeness's sake.

4.7 Ethical Aspects or Considerations

The concept of ethics refers to questions of right and wrong, or even good and bad in a research study (Cohen et al., 2011; Fraenkel & Wallen, 2008; McMillan & Schumacher, 2010). In other words, the ethical aspects of research should answer questions of whether it is right to conduct a particular study or to carry out certain procedures. As such, several ethical aspects were considered in this study. The respondents were informed of the purpose of the study so that they could give their informed consent to participate. They were also made aware that they will not be harmed by their participation in the study, and that there are minimal risks involved. The respondents were informed that participation in the study is voluntary and that they might withdraw from the study any time if they chose to do so. The confidentiality of the information provided was guaranteed and no names of respondents or schools were mentioned. The respondents were also not misled in any way by the researcher.

The following steps were taken to attest to compliance with ethical aspects:

The Ethics Committee of the North-West University (Potchefstroom Campus) approved the research project and the particulars of the project are as follows:

Project title: An induction programme for the professional development of newly appointed deputy principals.

Ethics number: NWU-00315-14 S2

Date of approval: 20 November 2014

Expiry date: 11 November 2016

Permission to conduct the research was obtained from the North West Department of Education. However, in order to maximise the return rate, permission was obtained to administer questionnaires to union conference delegates (see par 4.5 and par 4.6).

The questionnaire was accompanied by a cover letter that requested the participants to complete the questionnaire voluntarily and that guaranteed their privacy and confidentiality.

The study was conducted in accordance with the ethical requirements to report the findings in a complete and honest fashion.

The abovementioned description of ethical aspects accentuates the fact that the researcher adhered to ethical principles during the conduct of this study. No respondent was coerced to participate in the study and all respondents who took part in the study did so out of their own free will.

4.8 Summary

This chapter endeavoured to describe the research design and methodology that was adopted for this study. This study followed a quantitative non-experimental survey design that is underpinned by the post-positivist paradigm. A description was provided of the questionnaire as the data collection instrument and how it was developed. The discussion paid attention to the exploratory study and measures to ensure the validity and reliability of the questionnaire. The study population and data collection procedures were also described. The statistical methods to analyse data were described. The chapter concluded with a description of the ethical aspects considered during the study. The next chapter presents an analysis of the results.

CHAPTER 5

DATA ANALYSIS

5.1 Introduction

This chapter focuses on the analysis of the data gathered by means of questionnaires to deputy principals and analysed by means of different statistical techniques. The discussion starts with an analysis and interpretation of biographical and demographic information by means of frequencies and percentages. Subsequent to that, the validity and reliability of the questionnaire receive attention. Firstly, a factor analysis was conducted to determine the validity of the questionnaire. Thereafter, Cronbach's alpha coefficient was calculated to determine the reliability of the questionnaire. From there the data that emerged from items in sections C and D of the questionnaire were analysed by means of frequencies, means and percentages. Cohen's effect sizes were used to determine if there is a practically significant difference between the responses of the experienced and newly appointed deputy principals. To determine the relationship between biographical variables and problems experienced and skills needed, d-values were calculated. Pearson's correlation coefficient was used to determine if a linear relationship exists between the problems experienced and the skills needed by deputy principals.

Statistical analyses were conducted with the help of the Statistical Consultation Services of the North-West University (Potchefstroom Campus). Programmes such as SAS (2011), SAS (2015), SPSS (2015) and STATISTICA (2015) were used for the data analysis.

5.2 Biographical Information

The biographical information of deputy principals is reported in this section to describe the profile of the respondents. Frequencies and percentages are used to explain the biographical information that is provided. The information is presented in Table 5-1.

Table 5-1: Biographical Information

1	Age	Frequency (f)	Percentage (%)
	30 years or younger	5	3.23
	31 to 40 years	28	18.06
	41 to 50 years	84	54.19
	Older than 50 years	38	24.52
	Total	155	100
2	Qualifications	Frequency (f)	Percentage (%)

1	Age	Frequency (f)	Percentage (%)
	Diploma	37	24.03
	Bachelor's degree	43	27.92
	Honour's degree	60	38.96
	Master's degree	14	9.09
	Total	154	100
3	Gender	Frequency (f)	Percentage (%)
	Female	80	51.28
	Male	76	48.72
	Total	156	100
4	Home Language	Frequency (f)	Percentage (%)
	Sepedi	5	3.21
	Sesotho	21	13.46
	Setswana	96	61.54
	SiSwati	2	1.28
	Xitsonga	1	0.64
	Afrikaans	11	7.05
	English	5	3.21
	IsiXhosa	9	5.77
	IsiZulu	6	3.85
	Total	156	100
5	Post level	Frequency (f)	Percentage (%)
	3	154	99.35
	4	1	0.65
	Total	155	100
6	Experience	Frequency (f)	Percentage (%)
	0 to 3 years	61	39.87
	4 years or more	92	60.13
	Total	153	100
7	Marital status	Frequency (f)	Percentage (%)
	Never married	36	23.08
	Married	84	53.85
	Living together	11	7.05
	Widow	9	5.77
	Widower	5	3.21
	Separated	11	7.05

1	Age	Frequency (f)	Percentage (%)
	Total	156	100
8	Prior position	Frequency (f)	Percentage (%)
	Teacher	14	9.03
	Senior Teacher	8	5.16
	Master Teacher	1	0.65
	Departmental Head	132	85.16
	Total	155	100

A brief description of the biographical information as summarised in Table 5-1 is presented below to paint a picture of the profile of the respondents.

Age

The majority of the respondents (54.19%) are in the age group of 41 to 50 years. Those deputy principals who are older than 50 years constitute only 24.52% of the respondents. The rest of the age groups are in the minority, for instance those who are 31 to 40 years (18.06%), and those who are 30 years or younger (3.23%).

Qualifications

None of the deputy principals held either a certificate in education or a PhD. Most of the deputies (38.96%) indicated that they possessed a postgraduate qualification and are therefore suitably qualified. The rest of the deputy principals have either a diploma (24.03%) or a degree (27.92%). Only a few deputy principals are highly qualified and hold a master's degree (9.09%). It can be deduced from this analysis that deputy principals who participated in this study are suitably qualified and none of them seem to be underqualified.

Gender

The majority of the deputy principals were females (51.28%) by a small margin, while males made up 48.72% of the respondents. The gender representation of deputy principals is in accordance with government policies to redress gender imbalances and to ensure the equal representation of women in positions of power.

Home language

The home languages spoken by the deputy principals indicated a diverse mixture of 9 out of the 11 official languages spoken in South Africa. There were a small percentage of deputy principals who speak Sepedi (3.21%), Sesotho (13.46%), siSwati (1.28%), Xitsonga (0.64), Afrikaans (7.05%), English (3.21%), isiXhosa (5.77%) and isiZulu (3.85) respectively. The

majority of the deputy principals were Setswana-speaking (61.54). The reason for this could be that Setswana is the language spoken by the majority of the inhabitants of the North West province.

Post level

The majority of deputy principals (99.35%) are on post level 3, which is the appropriate post level at which a deputy principal is appointed across all levels of the South African schooling system. Only 1 deputy principal (0.65%) indicated that he or she is on post level 4. Provision was made on the questionnaire for respondents to indicate their post level from post level 1 to 4 and higher. Due to the fact there are no post level 4 deputy principals in South African schools, it was probably a mistake by a respondent who is uncertain of his or her post level.

Experience

The number of experienced deputy principals with 4 or more years of experience (60.13%), exceeds that of inexperienced or newly appointed deputy principals with 0 to 3 years' experience (39.87%). The reason for this could be ascribed to post provisioning norms in the Department of Education, which promotes the redeployment of serving educators rather than the appointment of new ones.

Marital status

The majority of the deputy principals are married (53.85%), while the rest have various different statuses that include those who are not married or who are separated from their spouses or whose spouses have died. This scenario depicts a situation where deputy principals may have diverse personal problems depending on the situation in which they are.

Prior position

Most of the deputy principals (85.16%) were departmental heads before they were appointed to their positions. This is a logical growth path in the school management and leadership area and ensures that educators who are appointed as deputy principals have the necessary management experience. Apart from departmental heads, others were senior teachers (5.16%) or master teachers (0.65) and they also have some management experience. Surprisingly, 9.03% of deputy principals were promoted from the position of post level one teacher to deputy principalship. The reason for this is the possible flouting of selection and recruitment procedures or the possible improper and irregular appointment of educators due to the influence of some stakeholders in the Department of Education.

5.3 Demographic Information

The demographic information of the respondents is presented in Table 5-2. Frequencies and percentages are used to report the information.

Table 5-2: Demographic Information

9	School type	Frequency (f)	Percentage (%)
	Intermediate	25	16.45
	Combined	16	10.53
	Secondary	111	73.03
	Total	152	100
10	Educator numbers	Frequency (f)	Percentage (%)
	1-10	14	9.03
	10 or more	141	90.97
	Total	155	100
11	School's quintile	Frequency (f)	Percentage (%)
	Quintile 1	42	27.81
	Quintile 2	22	14.57
	Quintile 3	63	41.72
	Quintile 4	20	13.25
	Quintile 5	4	2.65
	Total	151	100

A concise description of the demographic information of the respondents is provided below to shed light on the type of schools from which the deputy principals came. Aspects such as educator numbers and the quintile ranking of the school are examined. In some cases the total number of respondents does not add up to 156, which means that some respondents did not answer the specific question.

School type

The majority of the deputy principals (73.03%) came from secondary schools, but there were also some from combined (10.53%) and intermediate schools (16.45%). The study population comprised of secondary school deputy principals, but combined and intermediate schools have a secondary school phase and that enabled their participation in the study.

Educator numbers

Schools that have few educators according to the post provisioning model do not qualify for some management positions such as deputy principals. In this study the majority of the schools (90.97%) had 10 or more educators and therefore qualified to have a post for a deputy principal. There were schools that fell in the category of 1 to 10 educators (9.03%) that were fortunate to have deputy principals. The reason for this could be the redeployment of deputy principals who were in excess at their schools or due to the merger or closure of schools.

Schools' quintile

The schools' quintile ranking relates to its poverty index and is determined on the basis of the socio-economic context of the area where the school is situated. The majority of the deputy principals (41.72%) came from quintile 3 schools, which are neither rich nor poor schools. There were also deputy principals from poorer schools such as quintile 1 (27.81%) and quintile 2 (14.57%) schools. A small percentage of deputy principals came from rich schools such as quintile 4 (13.25%) and quintile 5 (2.65%) schools. The quintile ranking of schools imply that there may be differences in the problems experienced by deputy principals in poor schools and those in rich schools. The differences could be in areas such as physical and human resources, infrastructure and financial management, to name a few.

Synthesis

In view of the analysis and interpretation of the biographical and demographic information of the deputy principals above, it is possible to sum up the profile of the respondents. The respondents who participated in this study were deputy principals of whom the majority were in the age group of 41 to 50 years. They are suitably qualified and most possess a postgraduate qualification in education. The percentage of male and female deputy principals is close to 50-50. Most of the deputy principals speak Setswana. All of the deputy principals are on post level 3. Most of the deputy principals are married and were departmental heads before they were appointed to their positions. The schools where the deputy principals came from were mostly secondary with 10 or more educators and neither poor nor rich schools.

5.4 Validity and Reliability of the Questionnaire

In order to determine the validity and reliability of the questionnaire, factor analyses were conducted and Cronbach's alpha coefficients were calculated. The construct validity of an instrument refers to the extent to which the constructs in the instrument measure what they

are supposed to measure (Cohen et al., 2011, p. 188; Fraenkel & Wallen, 2008, p. 153; Pietersen & Maree, 2010, p. 217). In order to validate the appropriateness of the constructs in the questionnaire, it was necessary to conduct a factor analysis and to ensure that the individual items on the questionnaire belong together under specific constructs. Similarly, Cronbach's alpha coefficients were calculated to determine the reliability of the constructs (see par 5.4.2). The paragraphs that follow shed light on how the factor analyses were conducted to ensure the validity of the constructs. Later on (see par 5.4.2) the reliability of the constructs is described.

5.4.1 Construct validity

Factor analysis on problems experienced by newly appointed deputy principals

The first part of the questionnaire addressed the problems experienced by newly appointed deputy principals (item 1 to 62). In Chapter 3 the problems experienced by newly appointed deputy principals were identified from the literature (see par 3.3). Subsequently, the questionnaire developed and used by Legotlo (1994) was adapted and used as the data collection instrument for this study (see par 4.3.3). Although Legotlo's (1994) instrument provided the structure, recent literature, including the PAM document, was used to identify anticipated problems that newly appointed deputy principals may experience (see par 4.3.3). On the basis of this literature review, eight (8) constructs were identified.

Subsequently, confirmatory factor analyses were done on each of the constructs. These 8 factor analyses yielded in total 24 different factors, meaning that the uni-dimensionality of each of the 8 original factors could not be assured, which is a requirement for construct validity. The validity of the constructs identified in the literature and based on Legotlo's (1994) instrument could therefore not be confirmed.

The primary reason for this finding is that reliability and validity is a characteristic of data (Eason, 1991, p. 84), and therefore researchers must attend to the influence that the participants themselves have on score quality in every study. In addition, the respondents in this study were different from those who participated in Legotlo's (1994) study.

It was subsequently decided to do an explorative factor analysis on all 62 of the items on the questionnaire together. In this factor analysis 18 constructs were extracted. The MSA (Kaiser's Measure of Sampling Adequacy) value was high enough (0.80) to enable this analysis. The 18 factors (F1 to F18) that were initially identified by the factor analysis are presented in Table 5.3.

Table 5-3: Rotated Factor Pattern: Standardised Regression Coefficients (Problems)

Item nr	Description	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18
C42	Managing the general welfare of learners	0.73																	
C35	Motivating staff	0.64																	
C45	Dealing with parents' problems	0.64																	
C43	Good relationships with circuit manager	0.58																	
C44	Good relationships with subject advisors	0.55																	
C41	Learners who are unwilling to learn	0.50																	
C47	Duties of circuit office staff		0.77																
C39	Supervising the RCL		0.63																
C40	Managing learner discipline	0.34	0.60																
C46	Creating a better public image	0.35	0.43																-0.35
C29	Disciplinary steps against teachers		0.41																
C49	Gaining the acceptance of the community		0.38																
C31	Earning staff's trust			0.72															
C32	Earning staff's confidence			0.72															
C33	Earning the loyalty of the SMT			0.59															
C34	Gaining the cooperation of the SMT			0.41	0.38														
C26	Information about staff weaknesses			0.34															
C12	Maintenance of school furniture				0.82														
C13	Maintenance of school equipment				0.80														
C14	Supervising annual stock taking				0.43				0.36					0.38					
C59	Handling legal issues					0.80													
C60	Learners without accommodation					0.63													
C56	Dealing with learner					0.57													

Item nr	Description	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18
	transport																		
C58	Learners who cannot pay fees					0.41													
C52	Shortage of physical facilities					0.40		0.33											
C8	Locating a school for my children					0.30													
C21	Selection of HODs for appointment						0.79												
C30	Handling staff absenteeism						0.70												
C20	Selection of teachers for appointment						0.60												
C53	Water supply problems							0.85											
C54	Sanitation problems							0.72											
C23	Conducting management meetings		0.32					-0.32											
C10	Managing school finances								0.73										
C9	Planning school finances								0.72										
C7	Giving sufficient attention to my family									0.84									
C6	Accommodation for my family									0.53									
C25	Information about the strengths of staff			0.34						0.38									
C36	Dealing with poor staff morale									-0.40									
C3	Difficulties caused by predecessor										0.73								
C37	Predecessor's management style										0.57								
C24	Conflict with competitors for the post										0.43			0.31					
C57	Learners who cannot buy textbooks					0.32					0.39								
C2	Tension											0.90							
C1	Stress											0.88							
C18	Too much administrative work												0.80						
C28	Conducting effective classroom visits												0.52						

Item nr	Description	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18
C27	Evaluating staff effectively												0.34						
C17	Lack of sufficient time for admin work												0.34						
C38	Managing conflict between colleagues		0.33										-0.33						
C15	Handling legal issues													0.80					
C55	Dealing with over-aged learners						0.35							0.44					
C48	Getting the support of parents														0.78				
C61	Shortage of teaching posts												0.32	0.34	-0.45				
C51	Dealing with staff accommodation problems														-0.47				
C50	Handling party politics in a school setting															0.84			
C16	Managing my own time									0.34						0.41			
C62	Handling political unrest in a school																0.68		
C19	Working with un-cooperative SMT members										0.38						0.50		
C5	Professional isolation																	0.81	
C4	Exercising authority								-0.3				0.31					-0.38	
C11	Allocation of resources				0.43														0.49
C22	Dealing with an incompetent member of the SMT						0.37						0.32						-0.40

On some of the items there was a double loading. These items were then placed under the constructs where they had the highest loading. In some instances, the items were not placed under the constructs where they had the highest loading, but under constructs where they made the most sense and that was also confirmed by the literature review. The following discussion is then based on the constructs that were identified as well as on the items that were placed under constructs where they did not have the highest loading, as explained. Some items that were placed under the same constructs did not make sense according to literature. Consequently, 15 constructs were identified from the factor analysis and named accordingly. The 15 constructs that were identified from the factor analysis are presented in Table 5.4, together with cross-references to the paragraphs in the literature review, the items that make up each factor and the questionnaire item numbers.

Table 5-4: Problem Constructs

Constructs	Item nr	Item description
Stakeholder wellness (see par 3.3.4, 3.3.5 and 3.3.6)	C35	Motivating staff
	C41	Managing learners who are unwilling to learn
	C42	Managing the general welfare of learners
	C43	Developing good working relationships with the circuit manager
	C44	Developing good working relationships with the subject advisors
	C45	Dealing with parents' problems
Relationships (see par 3.3.3, 3.3.3.2, 3.3.4, 3.3.5 and 3.3.6)	C23	Conducting management meetings
	C29	Taking disciplinary steps against incompetent teachers
	C38	Managing conflict between staff members
	C39	Supervising the Representative Council for Learners (RCL)
	C40	Managing learner discipline
	C46	Creating a better public image
	C47	Getting information about duties of circuit office staff
	C49	Gaining the acceptance of the community
Staff (see par 3.3.4 and 3.3.3.2)	C25	Obtaining information about the strengths of staff
	C26	Obtaining information about the weaknesses of staff
	C31	Gaining the staff's trust
	C32	Earning the staff's confidence
	C33	Earning the loyalty of the SMT
	C34	Gaining the cooperation of the SMT
Physical resources (see par 3.3.2)	C11	Allocation of resources
	C12	Maintenance of school furniture
	C13	Maintenance of school equipment
	C14	Supervising annual stock-taking

Constructs	Item nr	Item description
Learner-centred (see par 3.3.8)	C56	Dealing with learner transport
	C57	Learners who cannot buy textbooks
	C58	Learners who cannot pay fees
	C59	Learners travelling long distances
	C60	Learners without proper residential accommodation
Human resources management (see par 3.3.3.1 and par 3.3.3.2)	C20	The selection of teachers for appointment
	C21	The selection of Departmental Heads for appointment
	C22	Dealing with an incompetent member of the SMT
	C30	Handling staff absenteeism
Infrastructure (see par 3.3.8)	C52	Shortage of physical facilities
	C53	Water supply problems
	C54	Sanitation problems
Financial management (see par 3.3.2)	C9	Planning school finances
	C10	Managing school finances
Personal (see par 3.3.1 and 3.3.2)	C6	Accommodation for my family
	C7	Giving sufficient attention to my family
	C16	Managing my own time
SMT (see par 3.3.1, 3.3.3.1, 3.3.4)	C3	Difficulties caused by previous deputy's influence
	C24	Conflict with SMT members who competed for the same deputy principal position
	C19	Working with uncooperative members of the SMT
	C37	Issues arising from previous deputy's management style
Work pressure (see par 3.3.1)	C1	Stress
	C2	Tension
Administrative (see par 3.3.2 and 3.3.3.2)	C17	Lack of sufficient time for administrative work
	C18	Too much administrative work
	C27	Evaluating staff effectively
	C28	Conducting effective classroom visits
Policy-related (see par 3.3.2 and 3.3.8)	C15	Handling legal issues
	C55	Dealing with over-aged learners
Political (see par 3.3.8)	C50	Handling party politics in a school setting
Leadership (see par 3.3.1)	C4	Exercising authority
	C5	Professional isolation

In construct 1 (wellness problems), the item of *creating a better public image* (46) was moved to construct 2 (relationship problems) because it had a higher loading on construct 2. Item 25, *obtaining information about the strengths of staff*, loaded higher on construct 9, but was moved

to construct 3 (staff problems) because, contextually, it is more relevant there. The item of *learners who cannot buy textbooks* (57) loaded higher on construct 3, but was placed in construct 5 (learner-centred problems) because it was identified in the literature (see par 3.3.8) as a learner-centred problem. Item 8 (*locating a school for my children*), was deleted from construct 5 because it was addressed by construct 9 (personal problems).

The item of *shortage of physical facilities* (52) also loaded on construct 5, but it was placed under construct 7 (infrastructure problems), because it was identified as an infrastructure problem in the literature (see par 3.3.8) and should be clustered with related items. Item 36 (*dealing with poor staff morale*), was deleted from construct 9 because it was addressed in construct 3. The item of *working with uncooperative members of the SMT* (19) loaded higher on construct 16, but was placed under construct 10 due to the fact that it was identified as an SMT problem (see par 3.3.3.1). The *shortage of teaching posts* (item 61) was placed in construct 13 (policy-related problems), because the literature shows that it is a policy-related problem (see par 3.3.8). Items such as *getting the support of parents* (48) and *dealing with staff accommodation problems* (51) were deleted because they were addressed in constructs 1 and 3 respectively. Item 62 (how to handle political unrest in a school setting) was deleted, because it was addressed in construct 14.

Item 4 (*exercising authority*) also loaded on constructs 8 and 12, but was placed under construct 15 (leadership problems), because it was identified during the literature review as a leadership problem (see par 3.3.1). Other developments that occurred during the naming of constructs include reducing the number of constructs from 18 to 15 by moving certain items to different constructs due to their relevance there, which is justified in the literature, and deleting items that were addressed in other constructs. After naming of constructs and placing certain items under different constructs, there was only one single item construct left, namely construct 14 (political problems) with the item *handling party politics in a school setting*. The single item construct was subjected to statistical tests like all the other constructs.

Skills needed by newly appointed deputy principals

The second part of the questionnaire addressed the skills needed by newly appointed deputy principals (item 63 to 85). These skills were also identified from the literature and described in Chapter 3. Although Legotlo's (1994) work also provided the structure within which the skills were discussed, recent literature was also consulted to identify these skills. From the literature, the skills were grouped into three main constructs. A confirmatory factor analysis was conducted on each of the three main constructs. Construct one was confirmed and all the items were placed under the same construct. Construct two was also confirmed with all the items

under the same construct. Construct three was divided by the factor analysis into two constructs; these constructs were then labelled accordingly. The four constructs identified by the factor analyses are presented in Tables 5.5 to 5.8.

Table 5-5: Construct 1

Item number	Description	Loading
D 64	How to conduct group meetings	0.78
D 65	How to develop the school budget	0.76
D 66	Organise parent-learner-teacher conference	0.75
D 63	How to evaluate staff	0.73
D 67	Establish a scheduling programme	0.65
D 68	Awareness of educational law issues	0.62

Table 5-6: Construct 2

Item number	Description	Loading
D 70	Establish good relations with the SGB	0.77
D 73	Develop interpersonal networking skills	0.75
D 71	Knowing where the limits are in a school	0.74
D 69	Establish cooperative relationships with circuit office staff	0.73
D 75	Develop positive relationships with other organisations	0.70
D 74	Encourage involvement by all parties	0.69
D 72	Understand how the deputy principalship changes family relationships	0.66

Table 5-7: Construct 3

Item number	Description	Loading
D 82	Being aware of one's biases, strengths or weaknesses	0.88
D 80	Having a vision	0.82
D 81	A desire to make a significant difference in the lives of learners	0.73
D 79	Portraying a sense of self-confidence	0.72
D 83	Understanding that change is on-going	0.71
D 84	To assist teachers with curriculum implementation	0.60

Item number	Description	Loading
D 78	An awareness of why one was selected for a leadership position	0.50
D 85	Demonstrate qualities necessary for effective management of people	0.47

Table 5-8: Construct 4

Item number	Description	Loading
D 77	Awareness of what it means to possess organisational authority	0.92
D 76	Awareness of what it means to possess organisational power	0.75

The skills constructs that were identified by the factor analyses and reported in Tables 5.5 to 5.8 above were named accordingly and they are illustrated in Table 5.9.

Table 5-9: Skills Constructs

Construct	Item nr	Item description
Technical skills (see par 3.4.2.1)	D63	How to evaluate the staff
	D64	How to conduct group meetings
	D65	How to develop the school budget
	D66	How to organise a parent-teacher-learner conference
	D67	How to establish a scheduling programme for learners and staff
	D68	Awareness of issues related to educational law
Socialisation skills (see par 3.4.2.2)	D69	How to establish a positive and cooperative relationship with circuit office staff
	D70	How to establish good relations with the SGB
	D71	Knowing where the limits are within the circuit or school
	D72	Understanding how the deputy principalship changes family relationships
	D73	Developing interpersonal networking skills that may be used with individuals both inside and outside of the school

Construct	Item nr	Item description
	D74	Ability to encourage involvement by all parties in the education community
	D75	How to develop positive relationships with other organisations located in the school's surrounding community
Self-awareness (see par 3.4.2.3)	D78	Demonstrating an awareness of why one was selected for a leadership position in the first place
	D79	Portraying a sense of self-confidence on the job
	D80	Having a vision along with an understanding needed to achieve relevant goals
	D81	Demonstrating a desire to make a significant difference in the life of learners
	D82	Being aware of one's biases, strengths or weakness
	D83	Understanding and seeing that change is on-going, and that it results in a continually changing vision of a deputy principal
	D84	How to assist the teachers with curriculum implementation
	D85	How to demonstrate the qualities necessary for the effective management of people
Positional-awareness (see par 3.4.2.3)	D76	Demonstrating an awareness of what it means to possess organisational power
	D77	Demonstrating an awareness of what it means to possess organisational authority

The abovementioned four constructs differ slightly from those identified in the literature because the factor analysis divided the third construct further into two constructs. As a result there are four skills constructs that have been validated by the factor analysis. These are the constructs that will be used in the discussion of the results in terms of skills needed by newly appointed deputy principals. The next section highlights measures to ensure the reliability of the questionnaire.

5.4.2 Reliability

In this section, a brief description is provided of how the reliability of the questionnaire that was used to collect data for this study was ensured. Reliability means the consistency or repeatability of a measure or an instrument (Cohen et al., 2011; Creswell, 2008; Fraenkel & Wallen, 2008; Maree & Pietersen, 2010). In other words, if the questionnaire is administered

multiple times at different times, the results should be consistent. In order to ensure that the questionnaire that was used in this study was reliable and that it could yield consistent results if used elsewhere, Cronbach's alpha coefficient was calculated. Chronbach's alpha coefficient was calculated on all 15 factors, but on three of the 15 factors the Chronbach's alpha values were very low. This was an indication that these items did not belong together under the same construct. Therefore the number of constructs was reduced from 15 to 12 and then there were five single item constructs of which the alpha values could not be determined.

Table 5-10: Cronbach's Alpha Coefficient Values (Problems)

Factor (problems)	Cronbach's alpha coefficient values
Stakeholder wellness	0.86
Relationships	0.86
Staff	0.85
Physical resources	0.74
Learner-centred	0.78
Human-resources management	0.71
Infrastructure	0.72
Financial management	0.78
Personal problems	0.66
SMT	0.60
Work pressure	0.80
Administrative	0.67

Table (5.10) above records Cronbach's alpha values higher than 0.60. These values indicate an acceptable degree of reliability for the questionnaire.

Cronbach's alpha coefficient was also calculated to determine the reliability of the questionnaire with regard to section D (skills). The values are reported in Table 5.11.

Table 5-11: Cronbach's Alpha Coefficient Values (Skills)

Factor (skills)	Cronbach's alpha coefficient values
Technical skills	0.81
Socialisation skills	0.85
Positional awareness	0.74
Self-awareness skills	0.89

The Cronbach's alpha values that are recorded in Table 5.11 indicate values that are above 0.60. According to Pietersen and Maree (2010), these values show that the questionnaire can be regarded as a reliable measuring instrument.

5.4.3 Summary

In this first section of Chapter 5 the biographical and demographic information of the respondents were sketched and the validity and reliability of the questionnaire were determined. On the basis of the biographical and demographic information provided, it was possible to illustrate the profile of the respondents. In order to determine the validity of the questionnaire, a factor analysis was conducted. The Cronbach's alpha coefficient was calculated to verify the reliability of the questionnaire. The outcome of both the factor analysis and Cronbach's alpha coefficient show that the questionnaire that was used for this study is a valid and reliable measuring instrument. The next section focuses the attention on frequency analyses of items in Sections C and D of the questionnaire.

5.5 Frequency Analysis of Responses to Items in Section C (Problems) and D (Skills) of the Questionnaire

This section commences with an analysis of the responses of deputy principals to the items that formed Section C of the questionnaire. This section of the questionnaire focused on problems experienced by newly appointed deputy principals. Subsequent to that, an analysis of the items which formed Section D of the questionnaire is presented. Section D of the questionnaire focused on skills needed by newly appointed deputy principals.

5.5.1 Problems experienced by newly appointed deputy principals

The paragraph below describes the context in which the problems experienced by deputy principals and the skills that they need were empirically determined. This action was taken to achieve research aim 3.1 (see par 1.3). The section culminates in the ranking of both problems

and skills that were used as the basis for the development of an induction programme in answer to research aim 4 (see par 1.3).

5.5.1.1 Context

The problems experienced by deputy principals were ranked from experienced to almost no extent, to experienced to a large extent. The ranking was done by means of mean scores for each construct as well as for each individual item of the construct. The data from the responses is presented in Tables 19 to 24, followed by an interpretation and analysis of each table of constructs and items. For the purpose of this research and discussion, all the items with a mean value higher than 2.5 are regarded as representative of problems that are experienced by deputy principals. The reason for this is that if a 4-point Likert scale is used, the middle point of the scale is 2.5. The values that are higher than 2.5 are regarded as acceptable and are reported. In this study constructs and items with mean scores higher than 2.5 are accepted as either problems experienced by newly appointed deputy principals or skills that they need. The frequencies that are presented below start with the construct with the highest mean score. The mean scores of both the constructs and the individual items were rounded off to two decimal places. Where the mean scores are still the same after rounding them off to two places after the decimal, they were rounded off to three places (see par 5.4.2). The ranking of all constructs is presented in Table 5.12, followed by a discussion of the constructs with a mean score higher than 2.5.

Table 5-12: Ranking of Constructs (Problems)

Ranking	Constructs (Problems)	Mean scores
1	Administrative	2.64
2	Financial management	2.58
3	Work pressure	2.57
4	Personal	2.55
5	Physical resources	2.54
6	Staff	2.53
7	Stakeholder wellness	2.49
8	Relationships	2.46
9	Human Resources	2.38
10	Infrastructure	2.37
11	SMT	2.35
12	Learner-centred	2.31

According to Table 5.12 the constructs that are ranked higher than 2.5 and which are regarded as problems experienced by newly appointed deputy principals are administrative, financial, work pressure, personal, physical resources and staff problems. In the paragraphs that follow, the six constructs highlighted above are described.

5.5.1.2 Administrative problems

An analysis of the data from the responses of deputy principals with regard to the extent to which they experienced administrative problems is reported in Table 5.13. The table is followed by a brief narrative of the analysis and interpretation of the data.

Table 5-13: Administrative Problems

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	C18	Too much administrative work	2.88	0.93	11	7	43	28	53	34	47	31
2	C17	Lack of sufficient time for administrative work	2.57	1.00	26	17	44	29	52	34	31	20
3	C27	Evaluating staff effectively	2.55	0.94	22	15	50	33	53	35	26	17
3	C28	Conducting effective classroom visits	2.52	0.94	21	14	55	36	49	32	26	17

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

The administrative problems that deputy principals experience, according to Table 5.10, are too much administrative work (mean 2.88), lack of sufficient time for administrative work (mean 2.57), evaluating staff effectively (mean 2.55) and conducting effective classroom visits (mean 2.52). Deputy principals need enough time to do non-teaching work and therefore need more time for administrative work (see par 3.3.2). The fact that the deputy principal's work is demanding, implies that there will be competing priorities for the deputy principal, which has implications for time management. Staff evaluation and conducting classroom visits are also problematic areas for deputy principals in view of the different viewpoints of unions regarding the objectivity of unannounced classroom visits. Moreover, secondary school deputy principals spend 60% of their time teaching and only 40% on administration (ELRC, 2003), but they need more time for administrative work. When the deputy principal deputises for the principal the

administrative workload increases because deputies are not trained as administrators, and this creates administrative problems for them.

5.5.1.3 Financial management problems

The data from the responses of deputy principals with regard to the extent of financial management problems that they experienced is reported in Table 5.14. Thereafter, the data is analysed and interpreted.

Table 5-14: Financial Management Problems

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	C9	Planning school finances	2.65	1.03	23	15	48	31	43	28	40	26
2	C10	Controlling school finances	2.54	1.02	27	18	50	33	42	27	34	22

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

Table 5.14 shows that deputy principals experience problems with planning (mean 2.65) and controlling (mean 2.54) school finances. School financial planning encapsulates budgeting and strategic planning with regard to how to utilise the school's financial resources. Similarly, financial control implies that deputy principals need to take appropriate actions to ensure that school monies are used for the intended purposes. Financial management has been identified as a problem that is generally experienced by SMTs in South African schools (see par 3.3.2). Therefore, deputy principals experience problems with financial planning and control and they need professional development in this area.

5.5.1.4 Work pressure problems

Table 5.15 reports on the problems related to work pressure that deputy principals experience. Thereafter, an analysis and interpretation of the data from the responses of deputy principals is provided.

Table 5-15: Work Pressure Problems

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	C1	Stress	2.60	0.80	16	10	46	29	79	51	15	10
2	C2	Tension	2.54	0.86	20	13	48	31	70	45	17	11

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

Most of the deputy principals indicated that they experience stress (mean 2.60) and tension (mean 2.54) at their schools. The stress and tension are caused by the demands imposed on them by their new roles, and the anxiety to perform and meet expectations (see par 3.3.1.1). The transition from a lower post level of Head of Department to deputy principal brings adjustment problems for deputy principals, which may create work pressure problems for them. It is argued in this paragraph that deputy principals do not just have jobs. They have professional and personal lives as well and if they neglect these, their stress and tension may increase. Again, some deputy principals are married and if they have family problems, that may lead to stress. Above all, if they lack coping mechanisms to deal with stress, it is likely to escalate.

5.5.1.5 Personal problems

An analysis of personal problems experienced by deputy principals is presented in Table 5.16, followed by an interpretation of the results.

Table 5-16: Personal Problems

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	C7	Giving sufficient attention to my family	2.72	0.95	21	14	34	22	66	43	34	22
2	C6	Accommodation for my family	2.50	1.10	41	27	32	21	49	32	32	21
3	C16	Managing my own time	2.44	0.10	32	21	43	28	57	37	22	14

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

Deputy principals experience problems with giving sufficient attention to their family (mean 2.72) as indicated in Table 5.16. This personal problem stems from conflicting responsibilities of

spending more time on work-related matters and not spending quality time with the family (see par 3.3.1.1). The deputy principal is a respected member of the community and may be required to assume certain leadership roles in the community. In addition, the deputy principal may be involved in extra-mural activities or serve in different committees whose activities are held after hours. In such cases, the deputy principal may have problems with giving sufficient attention to the family. Both seeking accommodation for the family and managing own time, are not regarded as problems for deputy principals.

5.5.1.6 Physical resources problems

Table 5.17 presents an analysis of physical resource problems experienced by deputy principals and an interpretation of the data.

Table 5-17: Physical Resources Problems

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	C14	Supervising annual stock-taking	2.62	1.01	26	17	41	27	52	34	35	23
2	C11	Allocation of resources	2.59	0.96	23	15	45	30	55	36	29	19
3	C13	Maintenance of school equipment	2.48	0.94	22	14	61	40	43	28	4	17
4	C12	Maintenance of school furniture	2.47	0.97	28	18	50	33	50	33	25	16

Table 5.17 indicates that deputy principals experience problems with supervising annual stock-taking (mean 2.62) and allocation of resources (mean 2.59). The problems are experienced when newly appointed deputy principals lack management skills to conduct the stock-taking process. The allocation of resources can be problematic if the deputy's new school is more resourced than the previous one and the need is often higher than available resources. In this instance the fair allocation of resources can be problematic. The maintenance of school equipment and furniture are not regarded as problems experienced by deputy principals due to the low mean scores that these items received.

5.5.1.7 Staff problems

Staff problems experienced by deputy principals are presented in Table 5.18, followed by an interpretation of the data.

Table 5-18: Staff Problems

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	C34	Gaining the cooperation of the SMT	2.57	1.01	27	17	45	29	50	32	33	21
2	C33	Earning the loyalty of the SMT	2.56	0.99	25	16	50	32	48	31	32	21
3	C25	Obtaining information about the strengths of staff	2.55	0.91	20	13	53	34	56	36	25	16
4	C31	Earning staff's trust	2.50	0.95	23	15	54	36	48	32	26	17
5	C32	Gaining staff's confidence	2.49	0.94	23	15	59	38	46	30	26	17
6	C26	Obtaining information about the weaknesses of staff	2.48	0.92	23	15	58	37	51	33	23	15

Table 5.18 reveals that deputy principals experience staff problems such as gaining the cooperation (mean 2.57) and loyalty (mean 2.56) of the SMT and obtaining information about the strengths of staff (mean 2.55). Some of the staff problems can be caused by factors such as the attitude of teachers who competed for the same deputy principal's post (see par 3.3.4). Moreover, the trust relationship with staff is not yet established because the deputy is newly appointed. It can also be problematic for the newly appointed deputy principal to obtain the required information about staff weaknesses if a trust relationship does not exist. The deputy principal's leadership style and inability to communicate effectively may create staff problems for them.

The constructs described below are not regarded as problems experienced by newly appointed deputy principals. However, there are individual items within these constructs with mean scores higher than 2.5. These individual items will be described as problems experienced by deputy principals. The constructs are shown in Table 5.19.

Table 5-19: Ranking of Problems Constructs with a Mean Score Below 2.5

Ranking	Construct	Mean score
1	Stakeholder wellness	2.49
2	Relationships	2.46
3	Human Resources	2.38
4	Infrastructure	2.37
5	SMT	2.35
6	Learner-centred	2.31

Although the constructs shown in Table 5.19 have mean scores below 2.5, the individual items with mean scores higher than 2.5 are reported in Table 5.20 because they informed the development of the induction programme which is reported in Chapter 6. The individual items reported here were ranked from the highest to the lowest means.

Table 5-20: Individual Items with Mean Scores Higher than 2.5

Item	Mean score
Managing learners who are unwilling to learn	2.69
Dealing with parents' problems	2.68
Dealing with over-aged learners	2.65
Shortage of physical facilities	2.61
Managing learner discipline	2.60
Managing conflict between staff members	2.59
Getting information about the duties of circuit office staff	2.54
Handling legal issues	2.53

5.5.2 Skills needed by newly appointed deputy principals

The skills needed by deputy principals were ranked from the highest to the lowest mean scores. The mean scores of the constructs were rounded off to three places after the decimal, because in some cases the mean scores were similar. The ranking for the individual items was done by rounding the mean scores off to two places after the decimal. The ranking of the skills constructs is presented in Table 5.21. The responses are presented in Tables 5.21 to 5.24, followed by an interpretation and analysis of the data from the responses.

Table 5-21: The Ranking of Skills Constructs

Ranking	Construct (Skills)	Mean scores
1	Positional-awareness	2.657
2	Technical skills	2.596
3	Socialisation	2.595
4	Self-awareness	2.575

5.5.2.1 Positional awareness skills

The responses of deputy principals to the extent to which they need positional awareness skills are presented in Table 5.22. An analysis and interpretation of the data presented is provided thereafter.

Table 5-22: Positional Awareness Skills

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	D76	Demonstrating an awareness of what it means to possess organisational power	2.67	0.90	17	11	44	29	65	43	25	17
2	D77	Demonstrating an awareness of what it means to possess organisational authority	2.64	0.89	18	12	41	27	63	42.	28	19

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

Deputy principals need the following positional awareness skills: how to demonstrate an awareness of possessing organisational power (mean 2.67) and authority (mean 2.64). Deputy principals should be aware of the power that they possess in the school in order to get the job done (see par 3.4.2.3). For this to happen they need leadership skills. Moreover, deputy principals need to understand the difference between management and leadership to utilise their power and authority effectively. In the exercise of their power and authority, deputy principals need to assume accountability, authority, responsibility and liability for their actions.

5.5.2.2 Technical skills

Table 5.23 reports the responses of deputy principals to the technical skills that they need to perform their duties and an analysis and interpretation of their responses.

Table 5-23: Technical Skills

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	D65	How to develop the school budget	2.70	0.93	16	10	47	31	56	37	34	22
1	D68	Awareness of issues related to educational law	2.66	0.96	25	17	32	21	50	33	44	29
2	D66	How to organise parent-teacher-learner conference	2.64	0.94	21	14	39	26	63	42	28	18
2	D67	How to establish a scheduling programme for learners and staff	2.59	0.99	22	15	37	25	61	41	30	20
3	D63	How to evaluate staff	2.44	0.93	24	16	59	39	45	30	24	16
3	D64	How to conduct group meetings	2.40	1.02	34	22	50	33	43	28	26	17

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

The technical skills that are needed by deputy principals include the following: how to develop a school budget (mean 2.70), an awareness of issues related to educational law (mean 2.66), how to organise parent-teacher-learner conferences (mean 2.64) and how to establish a scheduling programme for learners and staff (mean 2.59). These are critical “how-to” skills for deputy principals, especially the newly appointed. Knowledge of educational law entails the interpretation of the Constitution and relevant education legislation, particularly the rights of learners and teachers. Deputy principals need knowledge of curriculum policies and computer software programmes to be able to perform administrative duties such as drawing up a timetable for the school. Knowledge of the school community is needed because the newly appointed deputy principal should coordinate meetings that involve parents and other community stakeholders.

5.5.2.3 Socialisation skills

The deputy principals' responses to the extent to which they need socialisation skills is presented in Table 5.24, followed by an analysis and interpretation of their responses.

Table 5-24: Socialisation Skills

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	f	%
1	D69	How to establish a cooperative relationship with circuit office staff	2.74	1.05	24	16	44	29	51	34	31	21
1	D75	How to develop positive relationships with community organisations	2.70	0.87	16	10	47	31	60	39	29	19
1	D74	Ability to encourage involvement by all parties in the education community	2.66	0.90	12	8	49	32	61	40	29	19
2	D70	How to establish good relations with the SGB	2.59	0.99	26	17	42	28	54	35	30	20
2	D71	Knowing where the limits are within the school	2.57	0.99	27	18	49	33	46	31	28	19
3	D72	Understanding how the deputy principalship changes family relationships	2.50	0.99	28	18	56	37	41	27	27	18
4	D73	Developing interpersonal networking skills	2.44	0.99	18	12	41	27	67	44	26	17

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

Deputy principals need the following socialisation skills: how to establish a cooperative relationship with circuit office staff (mean 2.74), how to develop positive relationships with community organisations (mean 2.70), the ability to encourage involvement by all parties in the education community (mean 2.66), how to establish good relations with the SGB (mean 2.59) and knowing where the limits are within the school (mean 2.57). The analysis of data in this paragraph shows that deputy principals need more skills that are work-related than those that

are personal self-management skills. Deputy principals need strong human relations skills to be able to establish positive relationships with staff in offices of the Department of Education, such as the circuit office staff, and other community organisations. The ability to encourage involvement by community bodies requires skills based on the six types of involvement: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. The establishment of good relations with the SGB also requires skills that show the ability to behave in a professional and ethical manner during interaction with the SGB and other stakeholders.

5.5.2.4 Self-awareness skills

The responses of deputy principals to self-awareness skills that they need are presented in Table 5.25, together with an analysis and interpretation of the extent to which they need the skills.

Table 5-25: Self-Awareness Skills

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	F	%
1	D85	How to demonstrate qualities necessary for effective management of people	2.68	1.02	20	13	44	29	54	35	34	22
	D78	Demonstrating an awareness of why one was selected for a leadership position in the first place	2.67	0.91	28	18	43	28	57	38	23	15
	D82	Being aware of one's biases, strengths or weaknesses	2.60	1.05	27	18	44	29	58	38	23	15
	D81	Demonstrating a desire to make a significant difference in the life of learners	2.58	1.00	26	17	46	30	41	27	38	25
	D84	How to assist the teachers with curriculum implementation	2.54	0.96	22	14	45	30	44	29	41	27

Rank	Item no	Description	Mean	SD	Responses							
					1		2		3		4	
					f	%	f	%	f	%	F	%
	D83	Understanding that change is on-going and results in a continually changing vision of a deputy principal	2.50	0.95	26	17	42	28	59	39	25	16
	D79	Portraying a sense of self-confidence on the job	2.49	0.96	33	22	40	26	48	32	31	20

Key: 1=to almost no extent, 2=to a small extent, 3=to some extent, 4=to a large extent

The self-awareness skills that deputy principals need according to Table 5.25 include the following: how to demonstrate qualities necessary for effective management of people (mean 2.68), demonstrating an awareness of why one was selected for a leadership position in the first place (mean 2.67), being aware of one's biases, strengths or weaknesses (mean 2.60), demonstrating a desire to make a significant difference in the life of learners (mean 2.58) and how to assist the teachers with curriculum implementation. The skills highlighted in this paragraph illustrate the need for deputy principals to be aware of who they are in schools to be confident to perform effectively. People management skills that are critically needed for deputy principals include appropriate personal qualities, self-management skills, the ability to manage staff and labour relations in schools. The deputy principal should also possess skills to manage the implementation of the curriculum and change in the school. An acknowledgement of self-weaknesses and strengths is also crucial for the deputy principal's confidence and an enhancement of their self-awareness skills.

5.5.3 Synthesis

The analysis and interpretation of data by means of frequency tables in this section revealed problems that are regarded as those experienced by deputy principals due to their mean score ranking. In similar vein, both the skills that are needed by deputy principals and those that are not needed were highlighted. In order to ensure that there are no identical mean scores, the means were rounded off to two or three places after the decimal in some cases. The synthesis that is presented in Tables 5.26 and 5.27 indicates problems experienced by deputy principals and skills that they need. The table starts with the construct that was ranked highest and the items within that construct (see par 5.4.1.1). The mean scores of both constructs and items are also indicated.

Table 5-26: Problems Experienced by Deputy Principals

Rank	Construct	Mean scores	Item	Mean score
1	Administrative problems	2.64	Too much administrative work	2.88
			Lack of sufficient time for administrative work	2.57
			Evaluating staff effectively	2.55
			Conducting effective classroom visits	2.52
2	Financial management problems	2.58	Planning school finances	2.65
			Controlling school finances	2.54
3	Work pressure problems	2.57	Stress	2.60
			Tension	2.54
4	Personal problems	2.55	Giving sufficient attention to my family	2.72
5	Physical resources problems	2.54	Supervising annual stock-taking	2.62
			Allocation of resources	2.59
6	Staff problems	2.53	Obtaining the cooperation of the SMT	2.57
			Obtaining the loyalty of the SMT	2.56
			Obtaining information about the strengths of staff	2.55
7	Stakeholder wellness problems	2.49	Managing learners who are unwilling to learn	2.68
			Dealing with parents' problems	2.67
8	Relationship problems.	2.46	Managing learner discipline	2.60
			Managing conflict between staff members	2.59
9	General problems		Dealing with over-aged learners	2.65
			Shortage of physical facilities	2.61

Table 5-27: Skills Needed by Deputy Principals

Rank	Construct	Mean scores	Item	Mean score
1	Positional awareness skills	2.657	Demonstrating an awareness of what it means to possess organisational power	2.67
			Demonstrating an awareness of what it means to possess	2.64

Rank	Construct	Mean scores	Item	Mean score
			organisational authority	
2	Technical skills	2.596	How to develop the school budget	2.70
			Awareness of issues related to educational law	2.66
			How to organise parent-teacher-learner conference	2.64
			How to establish a scheduling programme for learners and staff	2.59
3	Socialisation skills	2.595	How to establish a cooperative relationship with circuit office staff	2.74
			How to develop positive relationships with community organisations	2.70
			Ability to encourage involvement by all parties in the education community	2.66
			How to establish good relations with the SGB	2.59
			Knowing where the limits exist within the school	2.57
4	Self-awareness skills:	2.575	How to demonstrate qualities necessary for effective management of people	2.68
			Demonstrating an awareness of why one was selected for a leadership position in the first place	2.67
			Being aware of one's biases, strengths or weaknesses	2.60
			Demonstrating a desire to make a significant difference in the life of learners	2.58
			How to assist teachers with curriculum implementation	2.54

The problems and skills described in this chapter and synthesised in Tables 5.26 and 5.27 above indicate the problems experienced and skills needed by deputy principals. The problems and skills described above were taken into account during the design of an induction programme as presented in Chapter 6. The design of an induction programme is the overarching goal of this study and was preceded by an identification of problems experienced by deputy principals and skills they need to optimise their performance.

5.5.4 Summary

In this section an analysis and interpretation of the responses of deputy principals to Section C (problems) and Section D (skills) of the questionnaire were presented. Both the problems and skills were ranked from the highest to the lowest in terms of mean scores to identify problems experienced by deputy principals and critical skills that they need. Consequently, all problems and skills with mean scores higher than 2.5 were regarded as acceptable and reported. All problems and skills whose mean scores were below 2.5 were not regarded as problems experienced by deputy principals or skills that they need. Thus these problems and skills were not reported. The next paragraph focuses on the differences in the responses of newly appointed and experienced principals.

5.6 Analysis of Differences in the Responses of Newly Appointed and Experienced Deputy Principals

A *t*-test was conducted to determine the effect sizes of the responses of newly appointed and experienced deputy principals with regard to the problems experienced and skills needed. This statistical technique was employed to achieve research aim 3.2, namely to determine statistically the differences in the responses of newly appointed and experienced deputy principals with regard to the problems experienced and skills needed (see par 1.3 & par 4.7). Pietersen and Maree (2010) explain that a *t*-test is used, among others, when two independent groups need to be compared based on their average score on a quantitative variable. In this study the two independent groups that are compared are newly appointed deputy principals and experienced principals.

Cohen's effect sizes are already described in Chapter 4 (see par 4.7). The guidelines that should be followed for the interpretation of effect sizes are also described in Chapter 4 (see par 4.7). Effect sizes that have *d*-values that are higher than 0.8 ($d \geq 0.8$) indicate practically significant differences. Similarly, *p*-values that are lower than 0.05 ($p < 0.05$) show statistically significant differences. In this study, the *t*-test reveals *d*-values that are lower than 0.8 and *p*-values that are higher than 0.05. Therefore, there are no statistically significant or practically significant differences in the responses of newly appointed and experienced deputy principals with regard to the problems experienced and skills needed. The absence of differences between the responses of experienced and newly appointed deputy principals implies that the induction programme that was developed and is reported in Chapter 6 will be suitable for all deputy principals and not only the newly appointed. The next section reports the relationship between biographical-demographic variables and problems and skills.

5.7 The Relationship between Biographical-Demographic Variables and Problems and Skills

This section reports on the relationship between biographical-demographic variables and problems and skills. Cohen's effect sizes were used to illustrate this relationship (Pietersen & Maree, 2010). This action was taken to give effect to research aim number 3.3, namely to determine empirically the relationship between biographical-demographic variables and problems experienced and skills needed by deputy principals. Not all the biographical and demographic variables showed practically significant relationships with the problems and skills. There were no practically significant differences between the following biographical and demographic variables and problems and skills: age, gender, current post level, experience and prior position. This section reports only on effect sizes and ANOVAs for those variables where there was a practically significant relationship with problems experienced and skills needed. Only d -values that are above 0.5 ($d > 0.5$) will be reported because they are from medium to high effect. Cohen (1988) gives the following guidelines for the interpretation of the effect size:

(a) small effect: $d = 0.2$, (b) medium effect: $d = 0.5$ and (c) large effect: $d = 0.8$.

Where the hash tag symbol (#) is used as a superscript in the table, it denotes medium effect. Two hash tag symbols (##) used in this discussion denote high effect and practical significance.

5.7.1 The relationship between biographical and demographic variables and problems experienced

The first part of this section presents a report on the relationship between biographical and demographic variables and problems experienced. The relationship is illustrated in Tables 5.28 to 5.43. Each table is followed by an analysis and interpretation of the data that is presented.

5.7.1.1 The relationship between qualifications and problems experienced

Table 5.28 illustrates the effect sizes of the relationship between qualifications and the financial management problems experienced by deputy principals. The analysis and interpretation of the data is provided after the table.

Table 5-28: Effect Sizes of Qualifications and Financial Management Problems Experienced

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Financial management	1	37	2.78	0.98	None	-	0.02	0.41	0.50 [#]
	2	43	2.77	0.90		0.02	-	0.41	0.50 [#]
	3	60	2.38	0.94		0.41	0.41	-	0.07
	4	14	2.32	0.77		0.50 [#]	0.50 [#]	0.07	-

Key: Group 1 = Certificate, Group 2 = Diploma, Group 3 = Bachelor's degree, Group 4 = Honours degree

Deputy principals who possess a Certificate only (mean, 2.78) as their professional qualification experience financial management problems more than those who hold an Honours degree (mean, 2.32). In similar vein, there are practical differences of medium effect, noticeable with the naked eye, between deputy principals who hold a Diploma (mean, 2.77) and those who possess an Honours degree (mean, 2.32). The differences between the two groups with regard to their experience of financial management problems could be ascribed to lack of training in financial management for those who possess a Certificate or Diploma only. Moreover, those who have received some training in financial management have only done so recently through modules of the Advanced Certificate in Education: School Management and Leadership. However, the number of deputy principals who were trained in financial management through the ACE programme is small given the number of deputy principals in secondary schools in the province. In the same vein, deputy principals who possess a postgraduate qualification in educational or school management have studied a module on financial management (NWU, 2015:18). Their training in financial management may be deemed to have prepared them for the daunting task of school financial management and equipping them with critical technical skills for managing school finances.

It therefore stands to reason that there is a practical difference of medium effect, noticeable with the naked eye of medium effect regarding the experience of financial management problems between deputy principals who hold a Certificate and those who possess a postgraduate degree on one hand, and those who hold a Diploma and a postgraduate degree on another hand.

Table 5-29: Effect Sizes of Qualifications and the Individual Problem of Exercising Authority

Item	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Exercising authority	1	37	2.49	1.02	None	-	0.16	0.10	0.33
	2	43	2.65	0.78		0.16	-	0.30	0.63 [#]
	3	60	2.38	0.88		0.10	0.30	-	0.26
	4	13	2.15	0.69		0.33	0.63 [#]	0.26	-

Key: Group 1 = Certificate, Group 2 = Diploma, Group 3 = Bachelor's degree, Group 4 = Honours degree

Deputy principals who possess only a Diploma qualification (mean, 2.65) seem to experience the problem of exercising authority more than those who hold a postgraduate qualification (mean, 2.15). The argument presented previously (see par 6.1) about the differences in knowledge and skills due to training, applies also in this discussion. A deputy principal who possesses a postgraduate qualification is arguably more confident than the one who holds only a Diploma, in terms of exercising authority. Moreover, the one who holds a postgraduate qualification, preferably in education management, may be deemed to be more knowledgeable and thus demonstrate self-awareness of the power and authority that he or she possesses. In this regard, the latter will be confident and not hesitate to exercise authority especially if he or she understands the limits that exist in the school. The B Ed Honours degree curriculum at some universities includes a module on Education Management Tasks (NWU, 2015:21) which equips students with the required management knowledge and skills.

5.7.1.2 The relationship between home language and the problems experienced

The effect sizes of the relationship between home language and problems experienced include problems such as human resources management, administrative problems and handling party politics in a school setting. These problems are reported in Tables 5.30 up to 5.32.

Table 5-30: Effect Sizes of Home Language and Human Resources Management Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Human resources management	1	25	2.32	0.57	None	-	0.17	0.29	0.06
	2	96	2.45	0.75		0.17	-	0.50 [#]	0.13
	3	17	2.09	0.79		0.29	0.50 [#]	-	0.34
	4	16	2.36	0.50		0.06	0.13	0.34	-

Key: 1=Sesotho, 2=Setswana, 3=Nguni, 4=Afrikaans and English

Table 5.30 reveals that deputy principals whose home language is Setswana (mean, 2.45) experience more human resources management problems than those whose home language is Nguni languages (mean, 2.09), despite the fact that Setswana is a predominant language in the province. The practical difference of medium effect, noticeable with the naked eye, between these two language groups is the only variance that has been detected in this table. The differences between the two language groups could be ascribed to management styles and approaches which are based on cultural practices and traditions. Although many Africans embrace the philosophy of *“Botho/Ubuntu”* in their management practices, there are some differences with regard to people management within this philosophy. *Ubuntu* differs from the traditional Western European thought and world view in that it is about *‘I belong, therefore I am’* (Van Deventer, 2013:64). Thus the approach of deputy principals could be influenced by this philosophy with regard to how they manage human resources. Perceived differences could include, for example, reasons for leave approval which could be based on cultural practices and traditions which are inconsistent with applicable rules and procedures.

Table 5-31: Effect Sizes of Home Language and Administrative Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Administrative problems	1	25	2.42	0.71	None	-	0.34	0.41	0.50 [#]
	2	96	2.66	0.66		0.34	-	0.06	0.12
	3	17	2.71	0.70		0.41	0.06	-	0.05
	4	16	2.74	0.68		0.50 [#]	0.12	0.05	-

Key: 1 = Sesotho, 2 = Setswana, 3 = Nguni, 4 = Afrikaans and English

Deputy principals whose home language is Afrikaans and English (mean, 2.74) experience more administrative problems than those whose home language is Sesotho (mean, 2.42). Deputies from the former group who teach in township and urban schools may need more time to spend on learners from disadvantaged backgrounds who are struggling to learn in either English or Afrikaans, languages which they often struggle to use for effective learning. Moreover, deputies in affluent schools (assuming that Afrikaans and English speakers come from such schools) are actively involved in extra-mural activities and may need more time to do both their co-curricular and extra-curricular duties.

Table 5-32: Effect Sizes of Home Language and the Individual Problem of Handling Party Politics in a School Setting

Item	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Handling party politics in a school setting	1	25	2.48	1.05	None	-	0.16	0.40	0.14
	2	93	2.31	0.91		0.16	-	0.25	0.33
	3	17	2.06	1.03		0.40	0.25	-	0.55 [#]
	4	16	2.63	0.96		0.14	0.33	0.55 [#]	-

Key: 1 = Sesotho, 2 = Setswana, 3 = Nguni, 4 = Afrikaans and English

It would seem that deputy principals whose home language is Afrikaans and English (mean, 2.63), experience more problems with the handling of party politics in a school setting than those whose home language is Nguni languages (mean, 2.06). The problem may be ascribed to the different socio-political backgrounds of the different groups.

5.7.1.3 The relationship between marital status and problems experienced

Tables 5.33 up to 5.41 report the effect sizes of the relationship between marital status and problems experienced. Several problems are reported such as stakeholder wellness, relationships, staff, physical resources, learner-centred, human resources, infrastructure, professional isolation and handling party politics in a school setting.

Table 5-33: Effect Sizes of Marital Status and Stakeholder Wellness Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Stakeholder wellness problems	1	36	2.53	0.76	None	-	0.01	0.21	0.50 [#]	0.18
	2	83	2.54	0.85		0.01	-	0.20	0.42	0.17
	3	11	2.38	0.37		0.21	0.20	-	0.30	0.04
	4	14	2.19	0.63		0.50 [#]	0.42	0.30	-	0.33
	5	11	2.40	0.59		0.18	0.17	0.04	0.33	-

Key: 1 = Never married, 2 = Married, 3 = Living together, 4 = Widow/Widower, 5 = Separated

There is a practical difference of medium effect, noticeable with the naked eye, between deputy principals who were never married (mean, 2.53) and those who were widowed (mean, 2.19) with regard to stakeholder wellness problems. Being concerned about the wellness of learners, staff, parents and the circuit office staff may be problematic for deputy principals who were never married compared to those who are widows or widowers because their responsibilities are not the same.

Table 5-34: Effect Sizes of Marital Status and Relationship Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Relationship problems	1	36	2.31	0.65	None	-	0.25	0.30	0.02	0.66 [#]
	2	83	2.51	0.80		0.25	-	0.01	0.27	0.29
	3	11	2.50	0.59		0.30	0.01	-	0.29	0.04
	4	14	2.29	0.71		0.02	0.27	0.29	-	0.63 [#]
	5	11	2.74	0.59		0.66 [#]	0.29	0.40	0.63 [#]	-

Key: 1 = Never married, 2 = Married, 3 = Living together, 4 = Widow/Widower, 5 = Separated

There are practical differences of medium effect, noticeable with the naked eye, between deputy principals who were never married (mean, 2.31) and those who were separated (mean, 2.74) on one hand, and those who were widowed (mean, 2.29) and those who were separated (mean, 2.74) on another hand, with regard to relationship problems. Despite the emotional situation of the deputy principals described in this paragraph, relationship building may be a daunting task for educational leaders. Van der Westhuizen (2010:183) admonishes that building

relationships is important because it determines the contentment and work satisfaction of the various people at a school.

Table 5-35: Effect Sizes of Marital Status and Staff Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Staff problems	1	36	2.56	0.74	None	-	0.01	0.23	0.30	0.22
	2	83	2.55	0.77		0.01	-	0.21	0.28	0.22
	3	11	2.38	0.50		0.23	0.21	-	0.09	0.51 [#]
	4	14	2.33	0.60		0.30	0.28	0.09	-	0.59 [#]
	5	11	2.72	0.65		0.22	0.22	0.51 [#]	0.59 [#]	-

Key: 1 = Never married, 2 = Married, 3 = Living together, 4 = Widow/Widower, 5 = Separated

Practical differences of medium effect, noticeable with the naked eye, were detected between deputy principals who were living together (mean, 2.38) and those who were separated (mean, 2.72), as well as those who were widowed (mean, 2.33) and those who were separated (mean, 2.72), regarding staff problems. Deputy principals who were separated experienced more staff problems than those who were living together. The reason for this could be that staff trust, confidence and loyalty were difficult to obtain for deputies who were separated. Similarly, deputy principals who were separated experienced more staff problems than those who were widowed. The problems experienced could be due to failure to obtain the co-operation of the staff and the SMT in the execution of duties.

Table 5-36: Effect Sizes of Marital Status and Physical Resources Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Physical resources problems	1	36	2.67	0.74	None	-	0.21	0.23	0.68 [#]	0.21
	2	83	2.52	0.73		0.21	-	0.02	0.50 [#]	0.43
	3	11	2.50	0.57		0.23	0.02	-	0.50 [#]	0.50 [#]
	4	14	2.15	0.77		0.68 [#]	0.50 [#]	0.50 [#]	-	0.88 ^{##}
	5	11	2.83	0.66		0.21	0.43	0.50 [#]	0.88 ^{##}	-

Key: 1 = Never married, 2 = Married, 3 = Living together, 4 = Widow/Widower, 5 = Separated

Several variances were revealed between the marital status of deputy principals and physical resources problems. There is a practical difference of medium effect, noticeable with the naked eye, between deputy principals who were never married (mean, 2.67) and those who were widowed (mean, 2.15), those who were married (mean, 2.52) and those who were widowed

(mean, 2.15), those who were living together (mean, 2.50) and those who were widowed (mean, 2.15) and those who were living together (mean, 2.50) and those who were separated (mean, 2.15). The differences between those who were never married and those who were widowed could be ascribed to their own orientation towards the management of resources. With regard to those who were married and those who were widowed, it could be on the basis of the support they get from their families if they have to work overtime like during annual stock taking. Those who were living together would probably be in a better position to manage physical resources better than those who were widowed. Lastly, there is a practically significant difference of large effect between deputy principals who are widowed (mean, 2.15) and those who are separated (mean, 2.83).

Table 5-37: Effect Sizes of Marital Status and Learner-Centred Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Learner-centred problems	1	36	2.26	0.78	None	-	0.03	0.50 [#]	0.16	0.31
	2	83	2.29	0.86		0.03	-	0.41	0.17	0.26
	3	11	2.64	0.53		0.50 [#]	0.41	-	0.80 [#]	0.25
	4	14	2.14	0.66		0.16	0.17	0.80 [#]	-	0.55 [#]
	5	11	2.50	0.51		0.31	0.26	0.25	0.55 [#]	-

Key: 1 = Never married, 2 = Married, 3 = Living together, 4 = Widow/Widower, 5 = Separated

Deputy principals who were living together (mean, 2.64) experienced more learner-centred problems than those who were never married (mean, 2.26). The practical difference of medium effect, noticeable with the naked eye, between deputies who were living together and those who were never married could be due to the former having a stable family life. There were also differences of large effect and thus practical significance between deputy principals who were living together (mean, 2.64) and those who were widowed (mean, 2.14). It could be argued that deputy principals who were living together understood learner problems better because they were in a better financial position to look after their school-going children.

Table 5-38: Effect Sizes of Marital Status and Human Resources Management Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Human resources management problems	1	36	2.43	0.72	None	-	0.01	0.22	0.55 [#]	0.26
	2	83	2.42	0.74		0.01	-	0.23	0.54 [#]	0.24
	3	11	2.59	0.55		0.22	0.23	-	0.80 ^{##}	0.63 [#]
	4	14	2.02	0.75		0.55 [#]	0.54 [#]	0.80 ^{##}	-	0.30
	5	11	2.24	0.39		0.26	0.24	0.63 [#]	0.30	-

Key: 1=Never married, 2=Married, 3=Living together, 4=Widow/Widower, 5=Separated

There were practical differences of medium effect, noticeable with the naked eye, regarding human resources management problems between deputy principals who were never married (mean, 2.43) and those who were widowed (mean, 2.02), as well as between those who were married (mean, 2.42) and those who were widowed (mean, 2.02) and separated (mean, 2.24). There were also practical differences of medium effect, noticeable with the naked eye, between deputy principals who were living together (mean, 2.59) and those who were widowed (mean, 2.02). Deputy principals who were living together seemed to experience these problems more than those who were widowed probably due to their family problems which might have overlapped into their workplace. Deputy principals who were married experienced more problems than those who were widowed perhaps due to the influence of their family on their interaction with human resources at school. The differences between deputy principals who were living together and those who were widowed could be ascribed to weaknesses of the former's management styles. With regard to the differences between those deputies who were living together and those who were separated, the problems could emanate from the former's family situation.

Table 5-39: Effect Sizes of Marital Status and Infrastructure Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Infrastructure problems	1	36	2.40	0.76	None	-	0.00	0.24	0.50 [#]	0.27
	2	83	2.40	0.86		0.00	-	0.22	0.44	0.24
	3	11	2.21	0.56		0.24	0.22	-	0.32	0.63 [#]
	4	14	2.02	0.59		0.50 [#]	0.44	0.32	-	0.93 ^{##}
	5	11	2.61	0.63		0.27	0.24	0.63 [#]	0.93 ^{##}	-

Key: 1=Never married, 2=Married, 3=Living together, 4=Widow/Widower, 5=Separated

Deputy principals who were separated experienced more infrastructure problems than those who were widowed, living together or never married. The practically significant differences of large effect between deputy principals who were separated (mean, 2.61) and those who were widowed (mean, 2.02) could relate to how their different background experiences enabled them to deal with problems of water, sanitation and facilities. The differences between deputies who were separated and those who were living together could be ascribed to the latter's stable family life as compared to the former, which enables them to appreciate the importance of infrastructure. Deputy principals who were separated also differed from those who were never married with regard to infrastructure problems due to their different life experiences.

Table 5-40: Effect Sizes of Marital Status and the Individual Problem of Professional Isolation

Item	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Professional isolation problem	1	36	2.44	1.00	None	-	0.35	0.50 [#]	0.22	0.00
	2	83	2.10	0.93		0.35	-	0.87 ^{##}	0.11	0.34
	3	11	2.91	0.83		0.50 [#]	0.87 ^{##}	-	0.66 [#]	0.50 [#]
	4	14	2.21	1.05		0.22	0.11	0.66 [#]	-	0.22
	5	9	2.44	1.01		0.00	0.34	0.50 [#]	0.22	-

Key: 1=Never married, 2=Married, 3=Living together, 4=Widow/Widower, 5=Separated

Deputy principals who were living together (mean, 2.91) experienced more problems of professional isolation than those who were separated (mean, 2.44), widowed (mean, 2.21), never married (2.44) and married (2.10). In addition, there are practically significant differences of large effect between deputy principals who are married (mean, 2.10) and those who are living together (mean, 2.91). Deputy principals who were separated, widowed or never married could feel isolated due to their new responsibilities and the fact that they may not have a pillar of support at home. There is evidence in the literature to justify the claim that new appointees often feel isolated upon appointment to a post where they first have to start to build relationships (see par 3.3.1.2). Moreover, the reaction of people to the newcomer's approach and management style determines the magnitude of the isolation that they are likely to feel. Although it is ironic that deputy principals who are living together experience more problems than those who are probably living alone, professional isolation for new appointees, notwithstanding their marital status, is part of the experience of beginning a new job (see par 3.3.1.1).

Table 5-41: Effect Sizes of Marital Status and the Individual Problem of Handling Party Politics in a School Setting

Item	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Handling party politics in a school setting	1	36	2.42	1.00	None	-	0.13	0.05	0.11	0.31
	2	81	2.28	0.96		0.13	-	0.08	0.02	0.50 [#]
	3	11	2.36	0.92		0.05	0.08	-	0.06	0.39
	4	13	2.31	0.95		0.11	0.02	0.06	-	0.44
	5	11	2.73	0.90		0.31	0.50 [#]	0.39	0.44	-

Key: 1=Never married, 2=Married, 3=Living together, 4=Widow/Widower, 5=Separated

There are practical differences of medium effect, noticeable with the naked eye, between deputy principals who are separated (mean, 2.73) and those who are married (mean, 2.28) with regard to how to handle party politics in a school setting. Deputy principals who are separated seem to struggle with dealing with party politics which often interfere with the normal running of the school. Party politics in a school setting have to do with the diverse political beliefs and affiliations of staff. The problem of handling party politics in a school setting is highlighted as one of the general problems that school management deals with on a regular basis lately (see par 3.3.8), and deputy principals may experience this problem if they are not prepared to handle it.

5.7.1.4 The relationship between school type and problems experienced

The data reported in Tables 5.42 and 5.43 show the effect sizes of school type and problems experienced by deputy principals. The differences between the variable of school type and problems experienced involve three constructs, namely infrastructure, work pressure and administrative problems. One individual item, namely, handling legal issues, is reported in Table 5.43. After the presentation of data on each table, an analysis and interpretation is provided.

Table 5-42: Effect Sizes of School Type and Infrastructure, Work Pressure and Administrative Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value		
						1	2	3
Infrastructure	1	24	2.65	0.87	None	-	0.51 [#]	0.36
	2	16	2.21	0.86		0.51 [#]	-	0.15
	3	111	2.34	0.74		0.36	0.15	
Work pressure	1	24	2.83	0.64	None	-	0.62 [#]	0.40

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value		
						1	2	3
Administrative	2	16	2.44	0.63				0.11
	3	111	2.52	0.80		0.40	0.11	
	1	24	2.95	0.46		-	0.50 [#]	0.56 [#]
	2	16	2.59	0.75	None	0.50 [#]	-	0.03
	3	111	2.57	0.69		0.56 [#]	0.03	

Key: 1=Intermediate school, 2=Combined school, 3=Secondary school

Table 5.42 shows that deputy principals in intermediate schools experience more infrastructure problems than those in combined and secondary schools. Problems such as water supply, sanitation and shortage of physical facilities could be made worse by overcrowding and exacerbate infrastructure problems that school management and deputy principals have to deal with on a daily basis. Budgeting can also contribute to infrastructure problems if a school Does not have enough money to maintain its infrastructure.

Work pressure problems such as stress and tension are experienced more in intermediate schools than in the other school types. Current problems with the restructuring of the curriculum and teacher shortages may be to blame for the work pressure problems experienced by deputy principals. Moreover, deputy principals who experience work pressure problems in intermediate schools may experience problems of a personal nature. Such problems are likely to require deputy principals to consider their self-management styles.

There are practical differences of medium effect, noticeable with the naked eye, between administrative problems experienced by deputy principals in intermediate schools than those experienced in combined and secondary schools. Due to the fact that the deputy principal has to assist the principal with school administration, there could be more problems for the deputy principal in a big intermediate school than in a relatively smaller combined or secondary school. Also, if deputy principals have a lot of administrative work, which includes staff evaluation, that may contribute to more administrative problems.

Table 5-43: Effect Sizes of School Type and the Problem of Handling Legal Issues

Item	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value		
						1	2	3
Handling legal issues	1	24	2.67	0.82	None	-	0.53 [#]	0.12
	2	16	2.13	1.02		0.53 [#]	-	0.41
	3	110	2.55	0.99		0.12	0.41	-

Key: 1=Intermediate school, 2=Combined school, 3=Secondary school

Handling legal issues is felt more in an intermediate school than in a combined or secondary school, according to Table 5.43. Thus, there are practical differences of medium effect, noticeable with the naked eye, between dealing with legal issues, which are a policy-related matter, in an intermediate school than in other school types. Some of the policy-related matters that deputy principals deal with as part of school management relate to learner access to education and dealing with discipline problems. Legal issues can also crop up where the rights of learners are suspected to have been violated.

5.7.1.5 The relationship between quintile ranking and problems experienced

The effect sizes of the relationship between the quintile ranking of the school and the problems experienced are reported in Table 5.44. According to the quintile ranking of schools, schools are ranked from the poorest to the least poor with regard to physical conditions, facilities, number of learners and the relative poverty of the community around the school. The ranking includes schools from quintile one (1) up to quintile five (5). The problems that were found to relate to the variable of quintile ranking include stakeholder wellness, staff and administrative problems.

Table 5-44: Effect Sizes of Quintile Ranking and Wellness, Staff and Administrative Problems

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Stakeholder wellness	1	41	2.71	0.79	None	-	0.13	0.50 [#]	0.28
	2	22	2.60	0.82		0.13	-	0.34	0.14
	3	63	2.33	0.73		0.50 [#]	0.34	-	0.22
	4	24	2.49	0.71		0.28	0.14	0.22	-
Staff	1	41	2.78	0.77	None	-	0.23	0.60 [#]	0.13
	2	22	2.61	0.66		0.23	-	0.42	0.12
	3	63	2.32	0.68		0.60 [#]	0.42	-	0.54 [#]
	4	24	2.68	0.58		0.13	0.12	0.54 [#]	-
Administrative	1	41	2.81	0.70	None	-	0.27	0.50 [#]	0.01
	2	22	2.62	0.58		0.27	-	0.20	0.34
	3	63	2.48	0.70		0.50 [#]	0.20	-	0.50 [#]
	4	24	2.81	0.56		0.01	0.34	0.50 [#]	-

Key: 1=Quintile 1, 2=Quintile 2, 3=Quintile 3, 4=Quintile 4 and 5

Deputy principals in quintile 1 schools experience more stakeholder wellness problems than their counterparts in quintile 3 schools. Quintile 1 schools are poor schools, so learners come from poor backgrounds and the school has fewer resources than quintiles 3, 4 and 5 schools. As a result of this situation, deputy principals will struggle to ensure the wellness of stakeholders, particularly of learners. In such an environment, it is often difficult to deal with problems such as learner transport and associated learner problems such as the school feeding scheme.

Staff problems can also be experienced more in a quintile 1 school rather than in richer schools. Quintile 1 schools often have few educators and it may be difficult to get the loyalty and co-operation of staff due to heavy workloads. Moreover, these schools are situated in deep rural areas and educators do not often prefer to work there because such places are far from town and the necessary amenities.

Quintile 1 schools may experience administrative problems due to the size of the school and the resource constraints that relate to that. Such schools may not have enough staff and as a deputy in such a school, a person may encounter problems of time for administrative work. The school may also not afford to employ an administrative assistant who may assist school management with administration.

5.7.2 The relationship between biographical and demographic variables and skills needed

The second part of this section reports on the relationship between biographical and demographic variables and the skills needed by deputy principals. The data is reported in Tables 5.45 up to 5.50.

5.7.2.1 The relationship between qualifications and skills needed

Table 5.45 reports the effect sizes of qualifications and technical skills needed by deputy principals. Thereafter, the effect sizes of qualifications and self-awareness skills are illustrated in Table 5.46.

Table 5-45: Effect Sizes of Qualifications and Technical Skills

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Technical skills	1	36	2.63	0.68	None	-	0.16	0.14	0.30
	2	42	2.74	0.69		0.16	-	0.30	0.50 [#]
	3	59	2.52	0.74		0.14	0.30	-	0.13
	4	14	2.43	0.58		0.30	0.50 [#]	0.13	-

Key: Group 1=Certificate, Group 2=Diploma, Group 3=Bachelor's degree, Group 4=Honours degree

There are practical differences of medium effect, noticeable with the naked eye, between the qualifications that deputy principals hold and the technical skills that they need to perform their duties effectively. The evidence in Table 6.5 confirms that deputy principals who possess only a Certificate (mean, 2.63) as their professional qualifications need more technical skills than those who possess an Honours degree (mean, 2.43). Technical skills are a critical area of school management and administration and entail aspects such as staff evaluation and budgeting, among others. It is therefore probable that deputy principals who are not suitably qualified need more technical skills than those who possess a postgraduate qualification.

5.7.2.2 The relationship between home language and the skills needed

Table 5.46 reports the effect sizes of home language and self-awareness skills needed by deputy principals. Thereafter, an analysis and interpretation of the data is presented.

Table 5-46: Effect Sizes of Home Language and Self-Awareness Skills

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Self- awareness skills	1	24	2.80	0.70	None	-	0.37	0.04	0.53 [#]
	2	94	2.52	0.75		0.37	-	0.27	0.12
	3	17	2.76	0.91		0.04	0.27	-	0.37
	4	16	2.43	0.54		0.53 [#]	0.12	0.37	-

Key: 1=Sesotho, 2=Setswana, 3=Nguni, 4=Afrikaans and English

There are practical differences of medium effect, noticeable with the naked eye, regarding the need for self-awareness skills between deputy principals whose home language is Sesotho (mean, 2.80) and those whose home language is Afrikaans and English (mean, 2.43). The differences could be attributed to differences in culture, upbringing, the environment in which

they work, the background from which they come, influences of the socio-political environment and they type and quality of education they received. Aspects of self-awareness which entail self-confidence on the job, understanding one's weaknesses and strengths, among others, may be argued to relate to the quality of training that deputy principals received, starting from their pre-service training up to in-service training.

5.7.2.3 The relationship between marital status and skills needed

Tables 5.47 and 5.48 illustrate the effect sizes of marital status and positional awareness and self-awareness skills needed by deputy principals.

Table 5.47: Effect Sizes of Marital Status and Positional Awareness Skills

Item	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Positional awareness skills	1	35	2.50	0.79	None	-	0.40	0.00	0.05	0.29
	2	81	2.83	0.83		0.40	-	0.40	0.50 [#]	0.68 [#]
	3	11	2.50	0.71		0.00	0.40	-	0.05	0.29
	4	14	2.46	0.66		0.05	0.50 [#]	0.05	-	0.24
	5	11	2.27	0.79		0.29	0.68 [#]	0.29	0.24	-

Key: 1=Never married, 2=Married, 3=Living together, 4=Widow/Widower, 5=Separated

There are practical differences of medium effect, noticeable with the naked eye, between deputy principals who are married (mean, 2.83) and those who are widowed (mean 2.46) or separated (mean, 2.27) with regard to their need for positional awareness skills. Deputy principals who are separated and those who are widowed need more positional awareness skills rather those who are married or living together. Positional awareness skills entail the use of power and authority and deputy principals who are widowed or separated seem to need more of these skills than their counterparts.

Table 5-47: Effect Sizes of Marital Status and Self-Awareness Skills

Item	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value				
						1	2	3	4	5
Self-awareness skills	1	35	2.53	0.72	None	-	0.10	0.20	0.41	0.22
	2	81	2.62	0.83		0.10	-	0.07	0.50 [#]	0.09
	3	11	2.68	0.41		0.20	0.07	-	0.63 [#]	0.02
	4	14	2.24	0.69		0.41	0.50 [#]	0.63 [#]	-	0.65 [#]
	5	11	2.69	0.53		0.22	0.09	0.02	0.65 [#]	-

Key: 1=Never married, 2=Married, 3=Living together, 4=Widow/Widower, 5=Separated

Deputy principals who are widowed (mean, 2.24) need more self-awareness skills than those who are married (mean, 2.62). It is also evident that those who are widowed (mean, 2.24) or separated (mean, 2.69) need more self-awareness skills than those who are living together (mean, 2.68). Self-awareness skills relate to aspects such as confidence on the job and understanding your strengths and weaknesses, among others. Married deputy principals and those living together seem to be more confident on the job due to their assumed stable family life rather than their counterparts.

5.7.2.4 The relationship between the number of educators and skills needed

The effect sizes that demonstrate the relationship between the number of educators and socialisation and self-awareness skills needed are illustrated in Table 5.49.

Table 5-48: Effect Sizes of the Number of Educators and Socialisation and Self-Awareness Skills

Construct	Group	N	Mean	SD	p-value*	d-value
Socialisation skills	1	12	2.28	0.74	0.15	0.5
	2	139	2.62	0.68		
Self-awareness skills	1	12	2.21	0.62	0.06	0.5
	2	139	2.60	0.76		

Key: 1=1-10 educators, 2=10 or more educators

There is a practical difference of medium effect, noticeable with the naked eye, between small schools with a staff of 1 to 10 teachers (mean, 2.21) and a big school with a staff of 10 or more teachers (mean, 2.62) regarding the socialisation skills needed by deputy principals. Socialisation skills entail the building of positive relationships among stakeholders in the school such as the SGB, the circuit office and other offices of the Department of Education, and individuals and organisations both inside and outside the school. It is inevitable that in a big school deputy principals will need socialisation skills more than they would in a small school because they deal with many people. It is also easier to build cohesion and a positive team spirit in a small school rather than in a big school. Moreover, a small team of staff members are presumed to be easier to manage than a big team, so relationships are likely to be more cordial in a small school rather than in a big school. As a result, socialisation skills are critically needed in a big school than a small one.

The differences between a small school with a staff of 1 to 10 teachers (mean, 2.21) and a big school with a staff of 10 or more teachers (mean, 2.60) regarding the need for self-awareness skills shows a practical difference of medium effect, noticeable with the naked eye of medium effect noticeable with the naked eye between the means of the two groups. Deputy principals need to demonstrate skills which indicate that they are conscious of their role in the management of the school, they are confident of what they are doing and have a personal vision that they want to pursue to make a difference in the school and are aware of their strengths and weaknesses. Demonstrating critical self-awareness skills in a big school is arguably more difficult than in a small school due to staff sizes and the enormity of managing a big school. It is therefore apparent that deputy principals in a big school need self-awareness skills more than those in a small school.

5.7.2.5 The relationship between quintile ranking and skills needed

Table 5.50 illustrates the effect sizes of the relationship between quintile ranking and positional awareness and technical skills needed by deputy principals.

Table 5-49: Effect Sizes of Quintile Ranking and Technical and Positional Awareness Skills

Construct	Group	N	Mean	SD	Comparisons significance at the 0.05 level*	d-value			
						1	2	3	4
Positional awareness Skills	1	39	2.87	0.76	None	-	0.54 [#]	0.40	0.10
	2	22	2.43	0.82		0.54 [#]	-	0.12	0.44
	3	62	2.53	0.85		0.40	0.12	-	0.31
	4	24	2.79	0.76		0.10	0.44	0.31	-
Technical skills	1	39	2.75	0.72	None	-	0.51 [#]	0.29	0.10
	2	22	2.38	0.73		0.51 [#]	-	0.22	0.41
	3	62	2.54	0.72		0.29	0.22	-	0.19
	4	24	2.67	0.61		0.10	0.41	0.19	-

Key: 1=Quintile 1, 2=Quintile 2, 3=Quintile 3, 4=Quintile 4 and 5

There are practical differences of medium effect, noticeable with the naked eye, with regard to the need for positional awareness skills between deputy principals in quintiles 1 (mean, 2.87) and 2 (mean, 2.43) schools. These types of schools are poorer schools as compared to quintiles 3 and 4 schools. Quintiles 1 and 2 schools are also relatively smaller schools, so they are likely to have fewer staff, learners, and to have fewer resources than the more affluent

schools. In such schools, deputies need more positional awareness skills that will enable them to manage effectively under such difficult circumstances.

Deputy principals in quintiles 1 and 2 schools seem to need technical skills more than their counterparts in quintiles 3 and 4 schools. Quintiles 1 and 2 schools are poor schools which are situated in poor communities and to manage successfully in such an environment requires critical technical skills. In order to assist the principal effectively in such schools, deputy principals need a myriad of skills which include financial management skills such as budgeting and related administrative and management skills.

5.7.3 Synthesis

The analyses reported in this section indicate that there are practically significant differences between the biographical-demographic variables and the problems experienced, as well as the skills needed. Differences were determined between the qualification variable and the construct of financial management problems and the individual item of exercising authority. A practically significant relationship was detected between home language and human resources management, administrative problems, and handling party politics in a school setting. The following problems were found to have a practically significant relationship with marital status: stakeholder wellness, relationships, staff, physical resources, learner-centeredness, human resources, infrastructure, professional isolation and handling party politics in a school setting. The variable of school type was found to have a relationship with infrastructure, work pressure and administrative problems. There were also practically significant differences between the school type variable and the individual item of handling legal issues. The quintile ranking has a relationship with wellness, staff and administrative problems. The relationship between qualifications and skills needed shows a relationship with technical skills. There is a practically significant relationship between home language and self-awareness skills. A relationship between marital status and positional awareness and self-awareness skills was detected. The relationship between number of educators and skills needed reveals the need for socialisation and self-awareness skills. Lastly, the quintile ranking of schools uncovers a relationship with positional awareness and technical skills.

The practical differences between the various biographical-demographic variables and problems experienced, as well as skills needed, reveal a need for professional intervention to attempt to solve the problems experienced and develop the skills that are needed. In this vein, an induction programme for newly appointed deputy principals is imperative to provide learning opportunities that will enable newly appointed deputy principals to cope with their problems and skills gaps.

5.7.4 Summary

This section presented the data to justify the existence of the relationship between biographical-demographic variables and problems experienced, as well as the skills needed. The relationships that exist between certain biographical-demographic variables and problems and skills were identified and reported on. The next section reports on the relationship between problems experienced and skills needed.

5.8 The Relationship between Problems Experienced and Skills Needed by Deputy Principals

In this section a report is provided of the analysis that was conducted to achieve research aim number 3.4, namely to determine if a linear relationship (correlation) exists between problems experienced and skills needed by deputy principals. The statistical technique of Pearson correlation coefficient was used to determine if there is a linear relationship between problems experienced and skills needed. Only correlations that were found to have a practical significance of 0.5 and above ($r=0.5$) were determined and are reported in Table 5.51. Thereafter an analysis and interpretation of the correlations is provided.

Table 5-50: Pearson Correlation Coefficients between the Problems Experienced and Skills Needed

Number of respondents	Construct	Stakeholder wellness problems	Relationship problems	Personal problems
152	Technical skills	0.50	0.51	-
152	Socialisation skills	0.56	0.63	-
152	Self-awareness skills	0.60	0.61	0.50

5.8.1 The correlation between stakeholder wellness problems and technical skills

A correlation was found to exist ($r=0.50$) between stakeholder wellness problems that are experienced by deputy principals and the technical skills that they need to address these problems (see par 3.3.4, 3.3.5, 3.3.6, 3.4.2.1). Stakeholder wellness problems relate to how deputy principals deal with the wellness of stakeholders that they work with both inside and outside the school. Therefore, the more deputy principals experience problems with the wellness of stakeholders, the more they need technical skills to manage problems associated with stakeholder wellness. Some of the technical skills that they need include being able to

convene meetings with parents to discuss learner progress and to motivate staff to perform effectively (see par 3.4.2.1).

5.8.2 The correlation between stakeholder wellness problems and socialisation skills

There is a correlation between stakeholder wellness problems and socialisation skills ($r=0.56$) as indicated in Table 5.41 (see par 3.3.4, 3.3.5, 3.3.6, 3.4.2.2). Deputy principals need socialisation skills to be able to manage stakeholder wellness problems that concern stakeholders such as parents, learners, staff, the circuit manager and subject advisors. The socialisation skills empower deputy principals with the capacity to establish positive and cooperative relationships with the stakeholders and other parties in the community (see par 3.4.2.2). Such relationships are needed to foster a collaborative culture in the school that can enable the school to achieve its goals. Accordingly, existence of stakeholder wellness problems necessitates the acquisition of critical socialisation skills to ameliorate these problems.

5.8.3 The correlation between stakeholder wellness problems and self-awareness skills

Deputy principals who experience stakeholder wellness problems also need self-awareness skills to deal with these problems. There is a correlation between stakeholder wellness problems experienced and self-awareness skills needed ($r=0.60$) (see par 3.3.4, 3.3.5, 3.3.6, 3.4.2.3). Stakeholder wellness problems entail general wellness, problems and relationships with stakeholders, and require self-awareness skills such as being aware of one's strengths and weaknesses to be able to deal with them. Moreover, deputy principals who understand their role in the school and are confident on the job will arguably be in a better position to solve wellness problems that are experienced with stakeholders.

5.8.4 The correlation between relationship problems and technical skills

A correlation exists between relationship problems experienced by deputy principals and technical skills that they need to perform effectively ($r=0.51$) (see par 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.3.2, 3.4.2.1). Managing relationships sensitively in the school and resolving conflict whenever it arises requires deputy principals to possess critical human relations and conflict management skills (see par 3.3.4). Deputy principals are expected to hold up a good image in the community to ensure that they are accepted by the community. To solve the relationship problem of acceptance they need appropriate technical skills. In addition, deputy principals should possess people management skills to be able to manage staff and learners.

5.8.5 The correlation between relationship problems and socialisation skills

Deputy principals who experience relationship problems require socialisation skills to address these problems. A correlation exists between relationship problems experienced and socialisation skills needed ($r=0.63$) (see par 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.3.2, 3.4.2.2). Managing relationships with the learners, RCL, discipline, the staff, SMT, SGB, community and general public requires critical socialisation skills. As part of socialisation skills, deputy principals need interpersonal networking skills to be used with individuals inside and outside the school (see par 3.4.2.2). Therefore, the more relationship problems deputy principals experience, the more they need socialisation skills.

5.8.6 The correlation between relationship problems and self-awareness skills

There is a correlation between relationship problems experienced by deputy principals and self-awareness skills that they need to improve their performance ($r=0.61$) (see par 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.3.2, 3.4.2.3). Deputy principals who experience relationship problems with key stakeholders in the school need to be aware of their biases, strengths and weaknesses to address these problems (see par 3.4.2.3). Managing the discipline of both learners and staff require deputy principals to have confidence on the job and be conscious of the position that they occupy in the school (see par 3.4.2.3). There is also a need for deputy principals to possess qualities necessary for the management of people which will help them to solve relationship problems in the school.

5.8.7 The correlation between personal problems and self-awareness skills

A correlation was detected between personal problems experienced by deputy principals and skills that they need ($r=0.50$) (see par 3.3.1, 3.3.2, 3.4.2.3). Deputy principals need to be aware of the demands of their leadership position on family time and their own personal time management, and this requires a critical understanding of themselves as individuals and professionals. Being able to demonstrate self-awareness skills will enable deputy principals to balance their professional and personal lives and thereby devote sufficient time to their family. Lastly, if deputy principals have a vision of what difference they want to make in the life of learners it will help to minimise personal problems that they may experience.

5.8.8 Synthesis

A correlation was uncovered among problems experienced by deputy principals and skills that they need to improve their performance. A correlation exists between stakeholder wellness problems and technical, socialisation and self-awareness skills (see par 3.3.4, 3.3.5, 3.3.6,

3.4.2.1, 3.4.2.2, 3.4.2.3. There is a correlation between relationship problems and technical, socialisation and self-awareness skills (see par 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.3.2, 3.4.2.1, 3.4.2.2, 3.4.2.3). A correlation exists between personal problems and self-awareness skills (see par 3.3.1, 3.3.2, 3.4.2.3).

The correlations described above reveal the need for an induction programme for newly appointed deputy principals to equip them with the critical skills that will enable them to address the problems that they experience.

5.9 Summary

This chapter presents the results obtained by utilising different statistical techniques were presented. The biographical-demographic information of the respondents was reported by means of frequencies and percentages. The validity and reliability of the questionnaire was ensured by means of a factor analysis and the calculation of Cronbach's alpha coefficient. The data that emerged from sections C and D of the questionnaire was analysed by means of descriptive statistics. The data that emerged from the analysis in Chapter 5 was used to develop an induction programme for the professional development of newly appointed deputy principals. The induction programme is described in Chapter 6.

CHAPTER 6

AN INDUCTION PROGRAMME FOR THE PROFESSIONAL DEVELOPMENT OF NEWLY APPOINTED DEPUTY PRINCIPALS

6.1 Introduction

The previous chapter presented the empirical evidence on which problems are experienced by newly appointed deputy principals and which skills they need to perform effectively. The results presented in Chapter 5 reveal that it is necessary to develop an induction programme for the professional development of newly appointed deputy principals. The induction programme endeavours to address the problems experienced and skills needed. The outcome of the literature review and the results of the empirical investigation are used to inform the development of an induction programme. The discussion in this chapter starts with the context within which an induction programme can be developed, an examination of the concept of model, steps in the development of an induction programme and finally, an induction programme for the professional development of newly appointed deputy principals.

6.2 Context

There is evidence in the literature that the professional development of newly appointed deputy principals by means of an induction programme is warranted (see par 1.2.2) due to limited research on the professional development of deputy principals. Such an induction programme for newly appointed deputy principals should be based on a theoretical model as suggested in Chapter 2 (see par 2.3.8). The concept of a model is examined in general and thereafter attention is focused on several induction models that serve as a basis for the development of an induction model for this study. This chapter argues that the model upon which the induction programme will be based should be examined to provide the theoretical foundation for the development of the induction programme.

The description of the concept of a model starts with the clarification of the concept. Subsequent to that, aspects such as characteristics, advantages and phases in the development of a model, are discussed.

6.2.1 The concept of model

A model is a prototype or a pattern that can be used in education to create an environment for learning (Joyce & Calhoun, 2010). It enables researchers to develop programmes that can

facilitate students' learning, such as an induction programme for newly appointed deputy principals.

Nojaja (2009) regards a model as a constructive introduction and explanation of where it can practically be applied, and what should happen if the model is followed. If used properly, a model can help to facilitate an understanding of a real object or situation. Smit (2002) concurs that certain aspects of a complex process are emphasised in a model and a model provides a simplistic representation of those aspects. The different aspects of an induction programme for newly appointed deputy principals can be simplified by using a model to represent them.

In order to be able to use a model effectively, the model should be able to provide answers to questions about its purpose, an indication of what is required, the kind of study to which it applies, whether it helps the user to anticipate what he or she is looking for, and whether it offers alternatives (Fourie, 2000). If the model that is preferred for this study can answer these questions, it will enable the development of an effective induction programme for newly appointed deputy principals.

It is necessary to shed light on the characteristics and advantages of models to understand the concept of a model more holistically and to appreciate its relevance for this study.

6.2.2 Characteristics and advantages of models

Joyce and Calhoun (2010) and Smit (2002) identify the characteristics of the models that are applicable to most models and which also justify the relevance of a model for the development of an induction programme for newly appointed deputy principals. These characteristics are summarised in the following five statements:

- Models have a view of how people learn skills, acquire knowledge and develop beliefs and attitudes.
- That view is connected to objectives, particular skills, knowledge and beliefs that are engendered by the model.
- The approach is clear, practical and disseminable.
- Its implementation is measurable. It is possible to document whether the objectives that were set have been achieved and to what degree.
- If the objectives for educators are believed to connect with student learning, the types of learning can be specified and measured.

In addition to that, Fourie (2000) identifies several advantages that a model can have and which accentuate the importance of the utilisation of a model for this study:

- A model represents research results in text form within a specific framework.
- A model represents a reduced overall image of the problem on which research has been done.
- The sense of research results can be established within a specific frame and can be evaluated.
- A model bridges the gap between investigation and theory.
- It is easy for a decision maker to understand a model.
- A model can be modified quickly and cheaply.
- There is less risk when experimenting with a model than with the real system.

The criteria encapsulated in the characteristics of models mentioned above make up the attributes of the model of an induction programme for newly appointed deputy principals. An induction programme for newly appointed deputy principals endeavours to equip them with knowledge, skills, beliefs and attitudes that can help them adapt to their new role and to perform optimally. In the next paragraph, the phases in the development of a model are scrutinised to understand how the steps relate to the development of the induction programme for newly appointed deputy principals.

6.3 Phases in the Development of an Induction Model

A description of the phases that should be followed in the development of an induction model is provided below. There are several different phases that are followed when an induction model is developed. These phases differ from one author to another. In this study, the following phases are described:

Three phases

Kitavi (1995) identifies three phases in the development of an induction model, namely pre-service, induction and in-service (see par 2.3.7.3). His study focused on the induction of beginning school principals in Kenya. Potgieter (1990) also identifies three phases, namely set expectations, test expectations against reality and holistic induction. Daresh and Playko (1992) conceptualised the tri-dimensional model, which also consists of three phases, namely

academic preparation or pre-service training, field-based learning or induction, and personal and professional formation (see par 2.3.7.1).

Four phases

Smit's (2002) study on the professional development of newly appointed circuit managers in education by means of an induction programme identifies four phases. The phases are appointment, assumption of duty, induction and in-service training.

Five phases

Legotlo (1994) conducted a study on an induction programme for newly appointed principals and identified five phases (see par 2.3.7.2). The phases are pre-appointment, principal designate, induction workshops, follow-ups and evaluations.

Synthesis

From the abovementioned description there are different phases that are involved in the development of an induction model. An analysis of the steps described above contributes to the development of the induction model for this study. Moreover, a scrutiny of the following models and a synthesis of their features form the basis for the induction model for this study: Daresh and Playko (1992); Legotlo (1994); Kitavi (1995), Bush and Oduro (2006), Chu and Cravens (2012) and the integrated induction model which was suggested in Chapter 2 (see par 2.3.7). The induction model is presented in Figure 6.1.

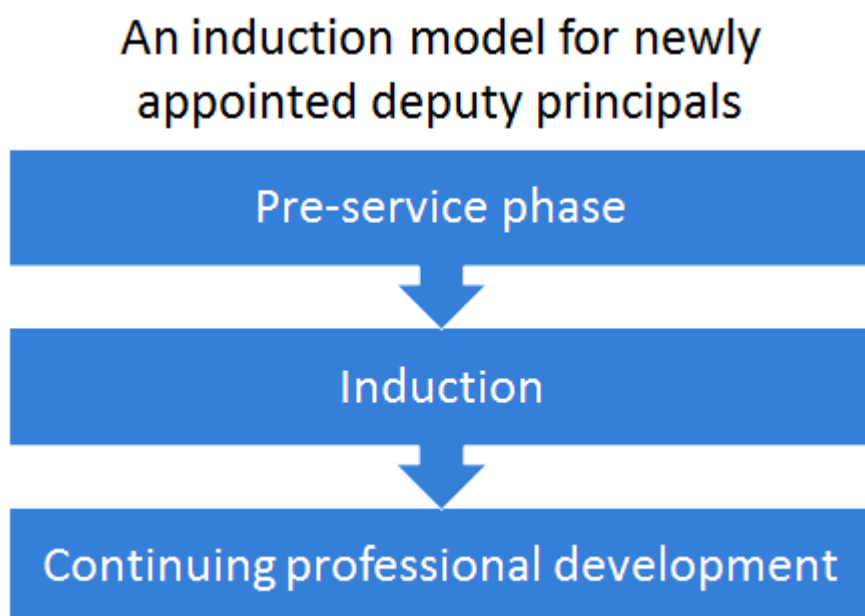


Figure 6-1: Proposed phases for an induction programme for newly appointed deputy principals.

The next section focuses attention on a description of each of these phases.

6.3.1 Phase 1: Pre-service phase

The pre-service phase includes activities such as recruitment, selection and appointment of the newly appointed deputy principal (see par 2.3.2.1, 2.3.2.2, 2.3.2.3 and 2.3.4). These activities explain how deputy principals are recruited when vacancies open up in the Department of Education, their selection and finally their appointment to the post. The purpose of recruitment is to search for deputy principals with the required knowledge and skills (see par 2.3.2.1), such as those with previous management experience or a qualification in educational management. The recruitment is also required to adhere to departmental policies and regulations (see par 2.3.4) to ensure that the right person for the job is appointed. The Department of Education uses either internal or external recruitment (see par 2.3.2.1) when they advertise posts in an open or a closed vacancy list. Recruitment is an important phase that precedes the actual induction phase, because if the right candidates are recruited the problems that are likely to be experienced are minimised and the new appointee is more likely to be skilled than the one who is not suitably qualified.

The selection of deputy principals seeks to separate deputy principals who qualify for appointment from those who do not qualify (see par 2.3.2.2). The process entails the sifting of applicants, shortlisting of candidates and determining criteria that are used for selection (see par 2.3.2.2). The selection process culminates in the appointment of an interview panel to select the top three candidates and to make a recommendation to the Department of Education. The selection process endeavours to sift and shortlist only candidates who qualify for the post. If the process is handled properly, the appointment will be made from a pool of deputy principals who qualify for the post.

Appointment is the last activity of the pre-service phase and it entails fitting the deputy principal to the right job (see par 2.3.2.3). During this activity a deputy principal is provided with a letter of appointment that outlines the conditions of service and serves as a contract between the newly appointed deputy principal and the Department of Education as the employer. Once the deputy principal is appointed, it is necessary that he or she should be provided with a general orientation regarding the post and school operations. Moreover, the deputy principal should be provided with all the information needed to succeed in the post. The general orientation phase

is a crucial forerunner to the management orientation step during the induction phase (see par 6.3.2). The pre-service phase is illustrated in Figure 6.2.

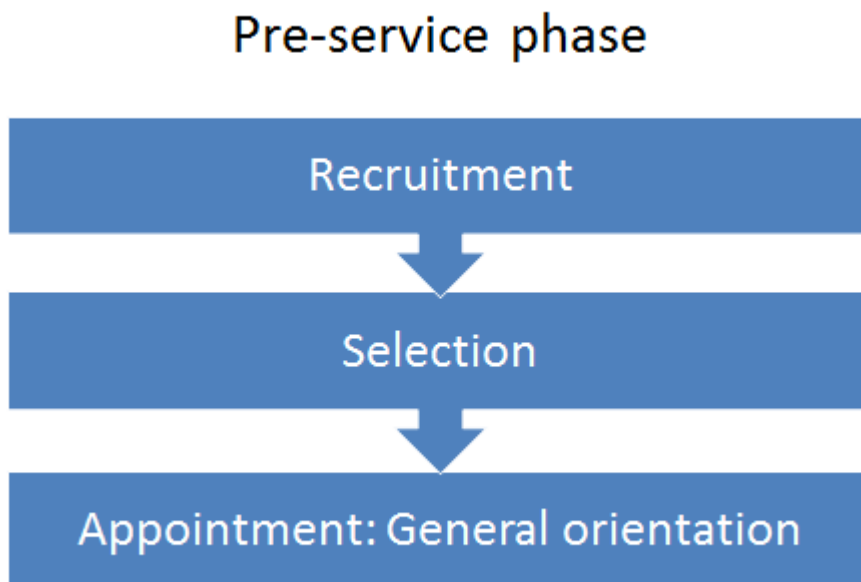


Figure 6-2: Pre-service phase

The next phase examines the induction of newly appointed deputy principals.

6.3.2 Phase 2: Induction

The induction phase is a crucial phase in the on-going professional development of newly appointed deputy principals. The aim of induction is to ensure that the deputy principal becomes productive as soon as possible so that the goals of the school can be reached (see par 2.3.5). In the context of this study, induction endeavours to achieve the goals of the orientation, remediation and socialisation of newly appointed deputy principals (see par 2.3.6). Achieving these goals of induction will help to address the problems experienced and skills needed by deputy principals as identified in Chapter 5 (see par 5.5.3).

The newly appointed deputy principal needs management orientation to be familiar with the core duties and responsibilities of the job. Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2009:261) state that orientation is the process of informing new employees about what is expected of them in the job and helping them cope with the stresses of transition. During orientation, deputy principals should be provided with information about the policies, practices

and processes of their new school (see par 2.3.6.1). Orientation should actually be about winning the hearts and minds of newly appointed deputy principals (see par 2.3.6.1) so that they can be satisfied about working for their school.

Remediation aims to address deficiencies that could manifest themselves as a result of lack of management training or experience on the side of the newly appointed deputy principals (see par 2.3.6.2). Such deficiencies are evidenced by the problems that newly appointed deputy principals have to grapple with and the skills they need to perform effectively (see par 5.5.3). Remediation by means of compensatory training for newly appointed deputy principals can contribute towards developing their skills and minimising their problems. New deputy principals may demonstrate skills that are expected of newcomers (see par 2.3.6.2). If they fail to show skills upon appointment, remediation is required.

The socialisation step of induction entails anticipatory, professional and organisational socialisation (see par 2.3.6.3). During anticipatory socialisation, potential deputy principals learn about the deputy principalship from a distance and in the process anticipate what the post entails (see par 2.3.6.3). This is an important aspect of preparation for the position, which also relates to how deputy principals are prepared for their future roles during the pre-service phase (see par 6.3.1). Professional socialisation refers to how deputy principals are socialised into the deputy principalship and they learning about the professional dimensions of the position (see par 2.3.6.3). It also includes learning about the core duties and responsibilities of the deputy principalship. During professional socialisation the deputy principal is expected to familiarise himself or herself with the expectations of stakeholders regarding performance in the position. Organisational socialisation relates to how the deputy principal is expected to function within the context of the school as an organisation (see par 2.3.6.3). It includes learning about the norms and culture of the school. The deputy principal should also know what the different levels in the hierarchy of the Department of Education, such as the circuit, district and provincial offices, require of him or her. The induction phase is illustrated in Figure 6.3.

The induction phase

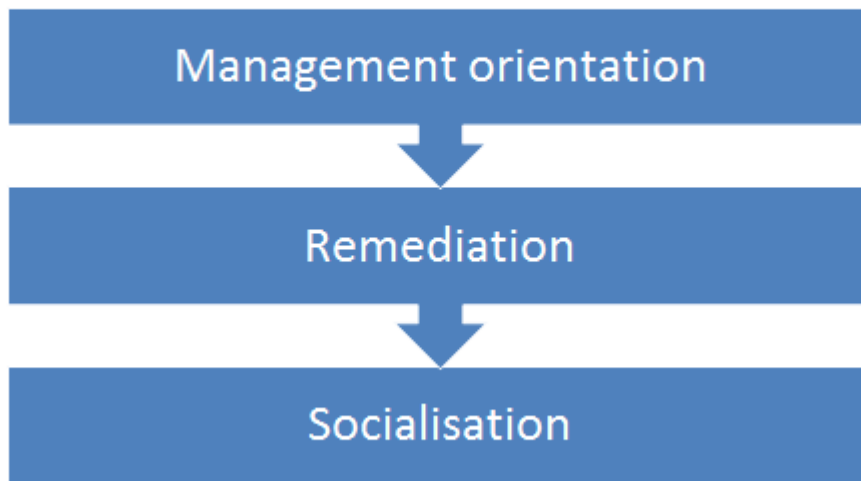


Figure 6-3: The induction phase

The third and last phase of the induction programme is the continuing professional development phase. This phase is described in the next section.

6.3.3 Phase 3: Continuing professional development

The third phase in the development of an induction programme for newly appointed deputy principals is continuing professional development. One of the most effective ways in which the continuing professional development of newly appointed deputy principals can take place is by means of mentoring. Mentoring can benefit newly appointed deputy principals if they are exposed to different leadership experiences by their mentors (see par 2.2.7). Joyce and Calhoun (2010, p. 42) concur that mentors are regarded as protective companions who reduce the poor treatment of novices where it occurs and help to socialise them into the organisation. The use of mentoring can help the newly appointed deputy principal to learn the ropes as soon as possible to adapt to the culture of their new school. Clayton, Sanzo and Myran (2013, p. 77) conclude that mentoring relationships play an important role in the leadership development of school leaders in educational settings. In this vein, mentoring is viewed as a critical component of the continuing professional development of newly appointed deputy principals.

Feedback is a crucial component of continuing professional development because there is a need for reflection during the process. It enables the role players during the process of

professional development to reflect on progress made regarding the acquisition of knowledge and skills (see par 2.2.6.5). Some of the problems experienced by newly appointed deputy principals and the skills that they need (see par 5.5.3), require more time to be addressed and there is subsequently a need for continuous feedback. There is also a need to measure progress and to identify problems that still need to be addressed as well as skills that still need to be developed (see par 2.2.6.5). Without feedback, it is difficult to ensure an environment that fosters development and growth. Moreover, it is difficult to fathom whether professional development is achieving its goals if there is no reflection along the way. Feedback during continuing professional development is crucial to determine if the goals that were set had been achieved. Smit (2002) suggests the following activities as important for feedback:

- Monthly discussion sessions with the mentor to address questions, problems and share experiences. For newly appointed deputy principals this could mean the principal or an experienced deputy who is designated to mentor the new appointee.
- Feedback regarding the deputy principal's duty to assist the principal with management and administrative duties. Evaluation results in respect of the deputy principal's performance, which could be obtained by means of IQMS evaluation, can be useful.
- Support with the performance of management and administrative duties that are problematic for the newly appointed deputy principal. An action plan for improvement is necessary, depending on the deputy principal's performance.

Professional development should not be a once-off event, but an on-going process instead (see par 2.2.2.4). Bubb and Earley (2007) regard a professional as a person who learns throughout their career, and this argument reinforces the need for the continuous nature of professional development. Constant changes in the Department of Education necessitate professional development, which takes place every time when changes occur. In addition to that, deputy principals are expected to be engaged in self-improvement and self-development, which are continuous activities (see par 2.2.2.4). Therefore, continuing professional development as the third phase of the induction programme for deputy principals recognises the need for deputy principals to participate in professional learning that is continuous. Joyce and Calhoun (2010) conclude that professional development is about believing that learners are done learning. In other words, newly appointed deputy principals may not acquire all the skills at once and the acquisition of skills will be an on-going process. The continuing professional development phase is illustrated in Figure 6.4.

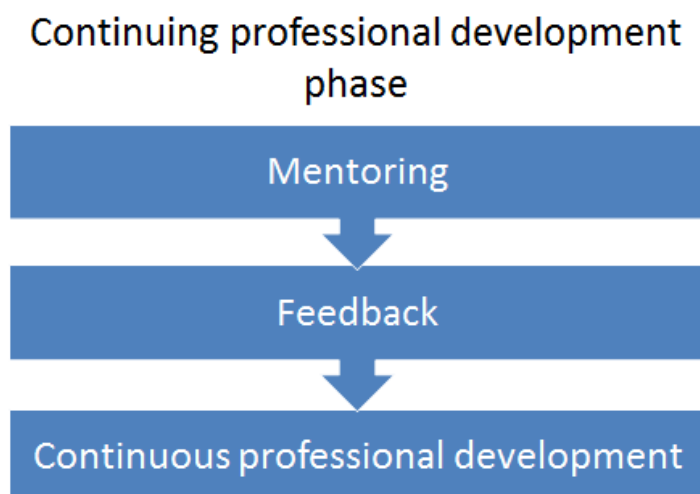


Figure 6-4: Continuing professional development phase.

The next section focuses attention on the induction programme that has been developed to address the problems experienced by newly appointed deputy principals and to hone the skills that they need to perform optimally. The induction programme comprises of two sections. The first section focuses specifically on how to address problems experienced (see par 6.4.3), while the second section focuses on how to develop the skills needed (see par 6.4.4).

6.4 The Induction Programme for the Professional Development of Newly Appointed Deputy Principals

The induction programme for the professional development of newly appointed deputy principals entails a well-structured comprehensive professional development plan with clearly articulated objectives designed to develop, among newly-appointed deputy principals, the knowledge, skills, attitudes and values needed to carry out their roles effectively (see par 2.3.1). Prior to presenting the induction programme, the section provides a rationale for the development of such a programme. Thereafter, the structure of the induction programme is provided and a description of the structure which indicates how the problems and the skills (see par 5.5.3) are addressed is presented.

6.4.1 Rationale for the induction programme

The professional development of newly appointed deputy principals by means of the induction programme is an initiative that merits attention in view of the neglected role of the deputy principalship (see par 1.2.2). The importance of the induction of newly appointed deputy

principals to ameliorate their entry-year problems was justified in the literature (see par 2.3.5). Induction helps newly appointed deputy principals to build their confidence and to aid their motivation and attitudes towards their work performance, which in turn influences school effectiveness and the improvement of learning outcomes.

Chapter 5 reveals the problems that are experienced by newly appointed deputy principals and the skills that they need to optimise their performance (see par 5.5.3). These problems and skills suggest the need for the induction programme to address the problems identified and to develop the skills that are needed. In Chapter 1 it was argued that there is a dearth of research on the professional development of newly appointed deputy principals (see par 1.2.2). The induction programme for the professional development of newly appointed deputy principals endeavours to contribute to the scholarship on the deputy principalship, which is a lacuna in the literature. The discussion that follows in this section commences with a focus on the structure of the induction programme.

6.4.2 Structure of the induction programme

The different phases in the development of an induction model (see par 6.3 & figure 6.1) form the basis of the structure of the induction programme. These phases, namely pre-service phase, induction and continuing professional development, have been incorporated into the structure of the induction programme.

The empirical investigation revealed problems experienced by newly appointed deputy principals and the skills that they need to perform optimally (see par 5.5.3). Both the problems and skills are addressed in the induction programme. The induction programme suggests practical ways in which the problems can be addressed and the skills developed.

The induction programme that is developed for this study is generic and holistic and not focused on a specific school. There is no focus on specific tactics and techniques. Schools that would like to use the induction programme have to make the necessary adjustments to ensure that the induction programme is aligned to the school's strategic plan and unique circumstances. The induction programme for the professional development of newly appointed deputy principals is illustrated in Figure 6.5.

The problems and skills that are addressed in this induction programme (see par 5.5.3, 6.4.1) are addressed on a continuum from pre-service right through to continuing professional development. Some of the problems and skills require continuous attention and cannot be handled during one phase only. The next section provides a description of an induction programme to address problems first, then the induction programme to develop the skills.

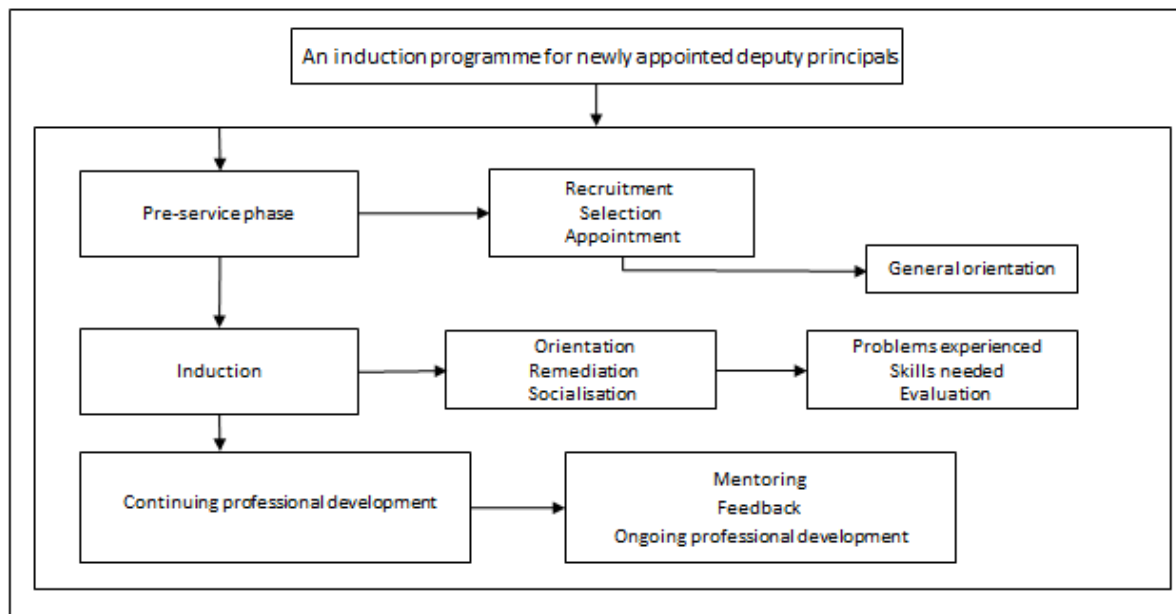


Figure 6-5: An induction programme for newly appointed deputy principals.

6.4.3 The induction programme to address the problems newly appointed deputy principals experience

In Chapter 5 the problems that newly appointed deputy principals experience were identified by their mean scores of 2.5 and higher (see par 5.5.3). The induction programme to address these problems was developed accordingly. The induction programme entails an identification of the problems, goals, actions, persons involved and evaluation, and is presented below.

Problem 1: Administrative problems (see par 3.3.2 & 3.3.3.2)

Goal

To address administrative problems such as too much administrative work, lack of sufficient time for administrative work and evaluating staff effectively to enable the deputy principal to assist the principal with school administration.

Actions

- The newly appointed deputy principal receives mentoring regarding the performance of administrative duties by an experienced mentor or the principal.

- The workload of newly appointed deputy principals is reduced to allow enough time for administrative work. The principal should consider allocating the new deputy principal fewer classes to provide a balance between teaching and administrative duties.
- The principal or a mentor trains the newly appointed deputy principal in staff evaluation, which includes classroom visits.

Persons involved

The principal, an experienced deputy principal or mentor.

Evaluation

- The newly appointed deputy principal performs administrative duties effectively as measured against summative IQMS scores.
- Mentoring reports show progress regarding the deputy principal's performance of administrative duties.
- The deputy principal's Personal Growth Plan (PGP) shows areas that still need development and attention is focused on those areas for further development.

Problem 2: Financial management problems (see par 3.3.2)

Goal

To address financial management problems such as planning and managing school finances so as to enable the newly appointed deputy principals to perform financial management duties effectively.

Actions

- The newly appointed deputy principal attends workshops in financial management organised by the Department of Education.
- The principal or an experienced mentor guides the newly appointed deputy principal on how to manage school finances.
- Opportunities for learning such as short courses for SMTs, which include financial management, can equip deputy principals with critical skills on financial management.

Persons involved

The principal, an experienced deputy principal or mentor.

Evaluation

The annual evaluation of newly appointed deputy principals by means of IQMS shows that the deputy principal is able to perform financial management duties.

There is an indication in the deputy principal's PGP of the deputy's strengths regarding financial management duties and areas that still need to be developed.

Problem 3: Work pressure problems (see par 3.3.1)

Goal

To address work pressure problems such as stress and tension to enable the newly appointed deputy principal to cope with the demands of the job and to have job satisfaction.

Actions

- The newly appointed deputy principal undergoes a stress and tension management test to determine the extent of problems related to work pressure. Free stress management tests like the one available on the link www.seemypersonality.com can be used.
- The newly appointed deputy principal seeks professional help from the Employee Assistance Programme (EAP) of the Department of Education to deal with the problems.
- The newly appointed deputy principal consults a psychologist to help him or her to deal with problems related to work pressure.

Persons involved

The newly appointed deputy principal, principal, EAP officials, psychologist.

Evaluation

- The newly appointed deputy principal receives feedback from the stress management test that may indicate shortcomings in the management of stress and tension at work.
- The evaluation report from the EAP section of the Department of Education can help the newly appointed deputy principal to focus on stress management skills that will help the most to deal with problems related to work pressure.

- If the newly appointed deputy principal consults a psychologist for an assessment, an intervention plan can be developed to address the problems identified. The programme's effectiveness should be evaluated to determine if it is successful.

Problem 4: Personal problems (see par 3.3.1 & 3.3.2)

Goal

To deal with personal problems such as giving sufficient attention to the family in order to ensure that such problems do not impact negatively on the newly appointed deputy principal's work.

Actions

- The newly appointed deputy principal learns time management skills through mentoring or a workshop in time management, such as in the ACE School Leadership programme or a similar qualification.
- The newly appointed deputy principal plans effectively to ensure a balance between work and family time.
- The principal ensures that the newly appointed deputy principal is not overburdened with work, especially in the first year after appointment.

Persons involved

The principal, the newly appointed deputy principal.

Evaluation

- The principal or the chairperson of the SGB visits the deputy principal's family and has an informal discussion to assess if family and work life is balanced.
- The principal assesses if all the records kept by the newly appointed deputy principal are accurate and up-to-date through IQMS evaluation.

Problem 5: Physical resources problems (see par 3.3.2)

Goal

To address problems with the management of physical resources such as supervising annual stock-taking and allocation of resources to enable him or her to assist the principal with administrative duties.

Actions

- The newly appointed deputy principal attends workshops, courses and other professional learning opportunities on the management of physical resources.
- The newly appointed deputy principal receives mentoring in the management of physical resources.

Persons involved

The principal, newly appointed deputy principal, mentor.

Evaluation

- The newly appointed deputy principal is evaluated on the management of physical resources, among other duties and responsibilities, through IQMS.
- Mentoring reports are compiled to account for the mentoring of the newly appointed deputy principal by the mentor. The mentoring report indicates professional growth activities and highlights areas that need further development.

Problem 6: Staff problems (see par 3.3.4 & 3.3.3.2)

Goal

To address staff problems such as obtaining information about the strengths of staff, winning the cooperation and loyalty of the SMT to assist the principal with personnel management in the school.

Actions

- The newly appointed deputy principal attends courses, seminars and workshops in personnel management.
- There is mentoring on personnel management provided by the principal or an experienced mentor.

- The newly appointed deputy principal organises team building activities with staff to understand them better as individuals.

Persons involved

Principal, newly appointed deputy principal, mentor.

Evaluation

- The newly appointed deputy principal is evaluated annually by the principal on various duties and responsibilities, which include personnel management through IQMS.
- The mentor writes a mentor report that highlights the deputy principal's strengths and areas of improvement.
- The newly appointed deputy principal develops an assessment instrument for team building activities which he or she administers to staff to see how they experience team building activities.

Problem 7: Stakeholder wellness problems (see par 3.3.5)

Goal

To address stakeholder wellness problems such as managing learners who are unwilling to learn and dealing with parents' problems to manage communication and interaction with stakeholders effectively.

Actions

- The newly appointed deputy principal attends school management seminars or conferences that include a focus on the wellness of stakeholders.
- Mentoring is provided to the newly appointed deputy principal on how to develop personal interest in the wellness of stakeholders in order to understand the problems that they experience.
- The newly appointed deputy principal organises a wellness day for stakeholders in order to bring stakeholders together and to develop a partnership to further the interests of the school.

Persons involved

Principal, newly appointed deputy principal, mentor.

Evaluation

- The performance standard of human relations against which the newly appointed deputy principal is evaluated through IQMS reveals how he or she manages the general welfare of learners and deal with stakeholders such as parents.
- There are regular meetings with parents concerning learners' progress and conduct and the minutes of the meetings are available.
- Mentoring reports show the achievement of development goals that were set with regard to stakeholder wellness.
- The newly appointed deputy principal administers an assessment instrument to stakeholders to obtain their satisfaction with school activities.

Problem 8: Relationship problems (see par 3.3.5)

Goal

To address relationship problems such as managing learner discipline and conflict between staff members to assist the principal with management duties.

Actions

- The newly appointed deputy principal attends a conference on learner discipline to learn more about different discipline strategies.
- The newly appointed deputy principal attends a seminar organised by a professional body such as the South African Principals Association (SAPA) where management topics such as conflict management are discussed.

Persons involved

Principal, newly appointed deputy principal, mentor.

Evaluation

- The evaluation of the newly appointed deputy principal through IQMS will reveal if the deputy principal applies the discipline strategies that were acquired through professional learning to manage discipline effectively in the classroom and in the whole school.
- The newly appointed deputy principal organises a feedback session where he or she shares with staff the knowledge acquired on topics such as conflict management by participating in SAPA activities.

Problem 9: General problems (see par 3.3.8)

Goal

To address general problems such as dealing with over-age learners and the shortage of physical facilities to assist the principal with administrative and management duties and responsibilities.

Actions

- The newly appointed deputy principal attends a workshop organised by the Department of Education on how to manage policy-related problems such as over-age learners and shortage of facilities.
- Information is shared by the newly appointed deputy principals in a network of deputies in the APO on how to manage policy-related matters.

Persons involved

Principal, newly appointed deputy principal, mentor.

Evaluation

- The performance of management and administrative duties relating to policy-related matters is evaluated by means of IQMS. If there are areas that need further development, these are highlighted and included in the deputy principal's PGP.
- The newly appointed deputy principal compiles a network report of his or her participation in a network of deputies which highlights lessons learned. Such information can help the newly appointed deputy principal to perform management duties relating to policy-related matters.

6.4.4 An induction programme to develop skills needed by newly appointed deputy principals

The critical skills needed by newly appointed deputy principals were identified in Chapter 5 by their mean scores of 2.5 and higher (see par 5.5.3). The induction programme to develop these skills was designed accordingly. The induction programme entails an identification of the skills, goals, actions, persons involved and evaluation and is presented below. The skills presented in this section are presented according to four skills constructs that consists of individual items (see par 3.4.2.3, 3.4.2.1, 3.4.2.2, 3.4.2.4).

Skills cluster 1: Positional awareness skills (see par 3.4.2.4)

Goal

To develop positional awareness skills such as an awareness of what it means to possess organisational power and authority to assist the principal with administrative and management duties.

Actions

- The newly appointed deputy principals attends a short course, seminar or conference on different management approaches which equips him or her with skills on how to exercise authority and power in the school.
- Mentoring is provided based on reflective learning to develop the skills in the newly appointed deputy principal to exercise authority and power.

Persons involved

Principal, newly appointed deputy principal, mentor.

Evaluation

- The newly appointed deputy principal is evaluated on, among other things, decision making through IQMS in order to assess whether he or she is able to demonstrate skills such as the use of authority and power.
- The mentoring report on the professional development of the newly appointed deputy principals reveals if he or she has acquired the skills to exercise authority and use power in the school.

Skills cluster 2: Technical skills (see par 3.4.2.1)

Goal

To develop technical skills such as budgeting, knowledge of educational law, organising meetings and time-tabling to assist the principal with administrative duties.

Actions

- The newly appointed deputy principal attends courses, workshops or seminars in school management which are organised by the Department of Education to develop technical skills in various areas of management.
- There is mentoring in school management to develop the required technical skills.
- The newly appointed deputy principal enrolls for a professional qualification in school management and leadership to develop the required skills.

Persons involved

Principal, newly appointed deputy principal, mentor.

Evaluation

- There is an IQMS summative evaluation that assesses the performance of the newly appointed deputy principal in professional development in their field of work to determine if he or she has acquired new knowledge and technical skills.
- The mentoring report highlights the technical skills that have been acquired and suggests improvement in areas where the mentor is of the opinion that the newly appointed deputy principal needs continuous professional development.
- The newly appointed deputy principal acquires a professional qualification in school management and leadership and there is evidence in the academic transcript of modules completed which shows the technical skills acquired.

Skills cluster 3: Socialisation skills (see par 3.4.2.2)

Goal

To develop socialisation skills such as positive relationships with the SGB, circuit office and community organisations to assist the principal with communication and interaction with stakeholders.

Actions

- The newly appointed deputy principal receives mentoring in socialisation from the principal or an experienced mentor.
- The newly appointed deputy principal participates in non-formal gatherings with stakeholders to cement relationships.
- The newly appointed deputy principal interacts with the circuit office and attends events in the school community on behalf of the school.

Persons involved

Principal, newly appointed deputy principal, mentor, stakeholders.

Evaluation

The mentoring report reveals that the newly appointed deputy principal demonstrates socialisation skills such as establishing cooperative relationships with the SGB, circuit office and community organisations.

The newly appointed deputy principal keeps a reflection journal where non-formal activities to develop socialisation skills and participation in community activities are recorded.

Skills cluster 4: Self-awareness skills (see par 3.4.2.3)

Goal

To develop self-awareness skills such as an awareness of one's biases, strengths or weaknesses, people and curriculum management, change management and an appreciation of the position to assist the principal with administrative and management duties and responsibilities.

Actions

- The newly appointed deputy principal conducts an honest self-evaluation to determine his or her own biases, strengths and weaknesses by using a personality test instrument available on the internet on the following link: www.psych-it.com.au/awareness.asp
- The principal or mentor develops the newly appointed deputy principal's self-awareness skills through mentoring in areas of management such as self-management, people, curriculum and change management.

Persons involved

Principal, newly appointed deputy principal, mentor.

Evaluation

- The results of the deputy principal's self-evaluation are used to develop a PGP and a programme to develop self-awareness skills.
- The feedback received from mentoring indicates whether the newly appointed deputy principal demonstrates self-awareness skills. If there are other self-awareness skills that the newly appointed deputy principal still needs, a remedial plan is suggested.

6.5 Summary

In this chapter the results of the study presented in Chapter 5 and the theoretical constructs determined in Chapter 3 and confirmed empirically, were used to enable the realisation of research aim four, namely *to develop an induction programme for the professional development of newly appointed deputy principals*. The induction programme developed for this study reveals three phases in the induction of newly appointed deputy principals and these phases were described accordingly.

The next chapter focuses on a summary of the study and the recommendations for the induction of newly appointed deputy principals based on the findings of the study.

CHAPTER 7

SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 Introduction

This final chapter provides a summary of the study. The discussion starts with a synopsis of each chapter. Thereafter the findings that emerged from the literature review and empirical investigation are used to answer the research questions and to make recommendations for the induction of newly appointed deputy principals. The chapter concludes with recommendations for future research.

7.2 Summary

Chapter 1 provided an overview of the study. It presented the research question (see par 1.2.1) and provided the rationale for the (see par 1.2.2). The purpose of the study was divided into four research aims (see par 1.3). Thereafter the discussion provided an overview of the research methodology, which entailed a literature review and an empirical investigation, (see par 1.4). In addition, the chapter described the measuring instrument, study population and statistical data analysis (see par 1.4.2.1, 1.4.2.2 & 1.4.2.3). Thereafter, the last sections highlighted the chapter division and ethical aspects (see par 1.5 & 1.6). The chapter concluded with the anticipated contribution of the study (see par 1.7).

Chapter 2 presented a review of the scholarly literature on the nature of professional development and induction. The first section of the chapter focused on the nature of professional development (see par 2.2). The discussion paid attention to aspects such as concept clarification (see par 2.2.1), characteristics (see par 2.2.2), the need for professional development (see par 2.2.3), the goals (see par 2.2.4), the paradoxes (see par 2.2.5), aspects that may influence implementation and approaches to leadership professional development (see par 2.2.7).

The second section of the chapter examined the nature of induction (see par 2.3). It describes the following aspects: concept clarification (see par 2.3.1), induction in the context of human resources management (see par 2.3.2), the recruitment and selection of deputy principals in South African schools (see par 2.3.3), the rationale for the induction of newly appointed deputy principals (see par 2.3.4), the goals of induction (see par 2.3.5) and induction models (see par 2.3.6). The chapter concluded with a suggested theoretical model for the induction of newly appointed deputy principals (see par 2.3.7).

The literature review continued in *Chapter Three* with the identification of problems experienced by newly appointed deputy principals and the skills that they need to perform effectively. The first section of the chapter focused on problems experienced by newly appointed deputy principals (see par 3.3). The following categories of problems were identified from the literature review: personal problems (see par 3.3.1), administrative problems (see par 3.3.2), personnel problems (see par 3.3.3), internal relationship problems (see par 3.3.4), learner problems (see par 3.3.5), external relationship problems (see par 3.3.6), problems with preparation and training (see par 3.3.7) and general problems (see par 3.3.8).

The second section of the chapter identified critical skills that newly appointed deputy principals need to perform effectively (see par 3.4.2). These skills, which are based on Daresh's (1992) three-skill approach, include technical skills (see par 3.4.2.1), socialisation skills (see par 3.4.2.2) and self-awareness skills (see par 3.4.2.3).

Chapter 4 focused on the research design and methodology. The chapter commenced with a description of different research paradigms and methods. The study was a quantitative survey underpinned by a post-positivist paradigm (see par 4.2.2, 4.2.3 & 4.2.4). The chapter provides a description of the construction of the questionnaire as the data collection instrument (see par 4.3.3). Thereafter, it describes the pilot study and the validity and reliability of the questionnaire (see par 4.3.4 & 4.3.5), followed by the study population and the data collection procedure are discussed (see par 4.5 & 4.6). The specific data analysis techniques that were used to analyse the data are described (see par 4.7). The chapter concludes with an indication of ethical aspects which were taken into account when conducting the study (see par 4.8).

Chapter 5 presented the data that had been analysed statistically by using different statistical techniques. Firstly, the biographical and demographic data of deputy principals were analysed and discussed (see par 5.2 & 5.3). The validity and reliability of the questionnaire was determined by means of a factor analysis and the calculation of Cronbach's alpha coefficient (see par 5.4.1 & 5.4.2). The factor analysis resulted in the identification of 15 problem constructs (see par 5.4.1 & Table 5.4). With regard to the skills, four constructs were identified. Thereafter the frequency analysis of the responses of deputy principals to items C and D of the questionnaire was presented (see par 5.5). Then, a *t*-test was conducted to determine if there were differences in the responses of experienced and newly appointed deputy principals. From there, Cohen's effect sizes were used to determine the relationship between biographical-demographic variables and problems and skills (see par 5.7). Lastly, the Pearson correlation coefficient was used to determine if a correlation exists between problems experienced and skills needed (see par 5.8).

Chapter 6 focused on the development of an induction programme for the professional development of newly appointed deputy principals. The chapter started with a description of the concept of a model and the justification for the use of an induction model for the development of the induction programme (see par 6.2 & 6.2.1). The characteristics and advantages of models (see par 6.2.2), as well as the phases in the development of an induction model (see par 6.3), were described. The three phases that were proposed for the development of the induction programme, namely the pre-service, induction and continuing professional development phases, were described in detail (see par 6.3.1, 6.3.2, 6.3.3). The problems and skills that were identified in the literature and verified empirically (see par 5.5.3) were used to develop the induction programme. The induction programme to address problems experienced by newly appointed deputy principals (see par 6.4.3) and to develop the skills that they need (see par 6.4.4) was subsequently developed. Specific actions were identified that had to be taken by specific people to achieve each goal. Guidelines were also provided for the evaluation of each activity. The next paragraph focuses on a discussion of the findings that emerged from the study.

7.3 Findings

In this section, the main findings are discussed first, followed by a discussion of the findings regarding research aims.

7.3.1 Main findings

This section presents the findings of the study with regard to the research question:

What induction programme can be developed for the professional development of newly appointed deputy principals? (see par 1.2.1). The following main findings receive attention:

- Findings regarding the development of theory for the professional development and induction of deputy principals

Professional development is a necessary strategy to identify and help to address the learning needs of newly appointed deputy principals.

Professional development is an on-going process to acquire knowledge, skills and abilities to make deputy principals lifelong learners.

Newly appointed deputy principals should not be thrown in at the deep end when they assume management and leadership positions, but should rather be helped to gradually learn the ropes.

The induction of newly appointed deputy principals is envisaged to follow three phases, namely pre-service, induction and continuing professional development.

The purpose of induction is to help newly appointed deputy principals to have a clear understanding of the ethos, values and practices at the school and how he or she fits into the school.

The deputy principals' questionnaire was developed as a data collection instrument and validated. This instrument can be used in future by researchers who are interested in the deputy principalship in a South African context.

7.3.2 Findings regarding the improvement of the practice of induction

The literature review revealed that newly appointed deputy principals experience a myriad of problems upon appointment and need critical skills to perform effectively. Programmes need to be developed to address these problems and to develop the required skills. Therefore, the induction programme that is developed for this study will contribute to the improvement of the practice of induction.

7.3.3 Findings regarding research aims

The findings presented in this section emerge from the literature review and the empirical investigation.

7.3.3.1 Findings regarding research aim one

The first aim, namely to determine theoretically the nature of professional development and induction (Chapter 2) was resulted in the following findings:

- Professional development can be defined as an on-going process to acquire knowledge, skills and abilities in order to make deputy principals lifelong learners and to enable them to provide management and leadership that work towards quality teaching and learning to improve learning outcomes (see par 2.2.1).
- Professional development should be job-embedded (see par 2.2.2.1), instructionally-focused (2.2.2.2), collaborative (see par 2.2.2.3) and on-going (see par 2.2.2.4).
- Professional development is necessary for skills development and to enable newly appointed deputy principals to progress from being beginners to experts (see par 2.2.3).

Professional development is necessitated by changes in modern technology and government policies (see par 2.2.3).

- Professional development endeavours to achieve the goals of personal, career and organisational development (see par 2.2.4).
- The paradoxes of professional development include the following (see par 2.2.5): compulsion or voluntarism (see par 2.2.5.1), employer or individual responsibility (see par 2.2.5.2), teaching or learning (see par 2.2.5.3), personal development or organisational learning (see par 2.2.5.4), value-driven or pragmatic development (see par 2.2.5.5) and journey or exploration (see par 2.2.5.6).
- The implementation of professional development can be influenced by aspects (see par 2.2.6), such as an emphasis on learning (see par 2.2.6.1), commitment (see par 2.2.6.2), effective leadership (see par 2.2.6.3), the particular school context (see par 2.2.6.4) and feedback (see par 2.2.6.5).
- Approaches to leadership professional development include the following (see par 2.2.7): sink or swim, moving, mentoring and monitoring, spray and pray, learning in action and corporate academies.
- Induction can be defined as a process of providing newly appointed deputy principals with learning experiences, acquisition of knowledge, and skills and attitudes that enable them to improve their competence and to optimise their performance to raise learning outcomes (see par 2.3.1).
- An induction programme can be defined as a well-structured comprehensive professional development plan, with clearly articulated objectives designed to develop, among newly-appointed deputy principals the knowledge, skills, attitudes and values needed to carry out their roles effectively (see par 2.3.1).
- Induction in the context of human resource management entails activities such as recruitment, selection, placement, orientation and career development (see par 2.3.2, 2.3.2.1, 2.3.2.2, 2.3.2.3, 2.3.2.4 & 2.3.2.5).
- The recruitment and selection of deputy principals in South African schools are regulated by government policies promulgated in terms of the Employment of Educators Act of 1998 and the Constitution of the Republic of South Africa (see par 2.3.3).

- The rationale for induction is that an induction into the role of the deputy principal will assist the newly appointed deputy principal to be productive and to strive towards reaching the goals of the school (see par 2.3.4).
- The goals that induction seeks to achieve include orientation, remediation and socialisation (see par 2.3.5, 2.3.5.1, 2.3.5.2 & 2.3.5.3).
- A scrutiny of several induction models has culminated in the development of the induction model for this study (see par 2.3.6 & 2.3.7).

7.3.3.2 Findings regarding research aim two

With regard to research aim two, namely to determine from the literature the problems experienced by newly appointed deputy principals and the skills that they need to perform effectively (Chapter 3), the following findings became evident:

- Newly appointed deputy principals experience problems such as personal problems, administrative problems, problems with personnel, internal relations problems, learner problems, external relations problems, preparation and training problems and general problems (see par 3.2, 3.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7 & 3.3.8). However, the factor analysis that was conducted to validate the constructs of the questionnaire identified 15 problems constructs as follows: stakeholder wellness (see par 3.3.4, 3.3.5 and 3.3.6), relationships (see par 3.3.3, 3.3.3.2, 3.3.4, 3.3.5 and 3.3.6), staff (see par 3.3.4 and 3.3.3.2), physical resources (see par 3.3.2), learner-centeredness (see par 3.3.8), human resources management (see par 3.3.3.1 and par 3.3.3.2), infrastructure (see par 3.3.8), financial management (see par 3.3.2), personal problems (see par 3.3.1 and 3.3.2), SMT (see par 3.3.1, 3.3.3.1, 3.3.4), work pressure (see par 3.3.1), administrative (see par 3.3.2 and 3.3.3.2), policy-related problems (see par 3.3.2 and 3.3.8), political problems (see par 3.3.8) and leadership (see par 3.3.1).
- The skills that are needed by newly appointed deputy principals were identified as technical, socialisation and self-awareness skills (see par 3.4.2, 3.4.2.1, 3.4.2.2, 3.4.2.3 & 3.4.2.4). However, four skills constructs were identified by the factor analysis: technical skills (see par 3.4.2.1), socialisation skills (see par 3.4.2.2), self-awareness skills (3.4.2.3) and positional awareness skills (see par 3.4.2.4).

7.3.3.3 Findings regarding research aim three

The following findings are reported about the realization of research aim 3.1, namely to determine empirically the extent of the problems newly appointed deputy principals experience and the critical skills they need to perform optimally (see par 1.3 & Chapter 5):

- The constructs that could be ranked higher than 2.5 and which are regarded as problems experienced by newly appointed deputy principals are administrative, financial, work pressure, personal, physical resources and staff problems (see par 5.5.1.1, Table 5.9 & 7.3.2.2).
- The skills that had mean scores higher than 2.5 were regarded as critical skills needed by newly appointed deputy principals and they include positional awareness, and technical, socialisation and self-awareness skills (see par 5.5.2, Table 5.18 & 7.3.2.2).

With regard to research aim 3.2, namely to determine empirically the differences in the responses of newly appointed and experienced deputy principals with regard to the problems experienced and skills needed, no practically significant differences were reported between the two groups (see par 5.6).

The following findings are reported with regard to research aim 3.3, namely to determine empirically the relationship between biographical-demographic variables and problems experienced and skills needed by deputy principals (see par 5.7):

- There were no practically significant differences between the following biographical and demographic variables with regard to problems experienced and skills needed: age, gender, current post level, experience and prior position (see par 5.7).

There were practically significant differences between the problems experienced and the following biographical-demographic variables:

- Qualifications and financial management problems and the individual problem of exercising authority (see par 5.7.1.1).
- Home language and human resources management problems, administrative problems and the individual problem of handling party politics in a school setting (see par 5.7.1.2).
- Marital status and stakeholder wellness problems, relationship problems, staff problems, physical resources problems, learner-centred problems, human resources management

problems, infrastructure problems, the individual problem of professional isolation and the individual problem of handling party politics in a school setting (see par 5.7.1.3).

- School type and infrastructure, work pressure, administrative problems and the individual problem of handling legal issues (see par 5.7.1.4).
- Quintile ranking and wellness, staff and administrative problems (see par 5.7.1.5).

There were practically significant differences between skills and the following biographical-demographic variables:

- Qualifications and technical skills (see par 5.7.2.1).
- Home language and self-awareness skills (see 5.7.2.2).
- Marital status and positional awareness skills and self-awareness skills (see par 5.7.2.3).
- Number of educators and socialisation and self-awareness skills (see par 5.7.2.4).
- Quintile ranking and technical and positional awareness skills (see par 5.7.2.5).

The following findings are reported with regard to research aim 3.4, namely to determine empirically the linear relationship (correlation) between problems experienced and skills needed by deputy principals (see par 5.8). Linear relationships (correlations) were found between:

- Stakeholder wellness problems and technical skills (see par 5.8.1).
- Stakeholder wellness problems and socialisation skills (see par 5.8.2).
- Stakeholder wellness problems and self-awareness skills (see par 5.8.2).
- Relationship problems and technical skills (see par 5.8.3).
- Relationship problems and socialisation skills (see par 5.8.4).
- Relationship problems and self-awareness skills (see par 5.8.5).
- Personal problems and self-awareness skills (see par 5.8.6).

7.3.3.4 Findings regarding research aim four

Research aim four was achieved in Chapter 6 (see par 6.4) with the development of the induction programme for the professional development of newly appointed deputy principals. The induction programme endeavours to address the problems experienced by newly appointed deputy principals (see par 6.4.3) and to develop the skills that they need to perform

effectively (see par 6.4.4). During the development of the induction programme the findings from both the literature review and the empirical investigation were taken into account.

The next section focuses on recommendations for future research.

7.4 Recommendations

The recommendations that are made in this section are based on the findings and applicable to all levels of the education system, namely the national, provincial, district, and school levels.

7.4.1 Recommendations at national level

Recommendation 1

- The pre-service training of deputy principals by means of a formal qualification or on-the-job training should cover those areas of school management and leadership within which deputy principals experience problems upon appointment.
- Short courses should be developed to address the induction needs of newly appointed deputy principals. These short courses should focus on administrative and management aspects that form the core duties and responsibilities of deputy principals. Examples of such targeted short courses could include school administration, financial management, self-management and personnel management, among other aspects.

Motivation

Training opportunities for newly appointed deputy principals can equip them with the required skills to ameliorate the problems that they may experience in practice had they not been trained. There is empirical evidence to justify the claim that adequate preparation for aspirant deputy principals is absent (see par 3.3.7).

7.4.2 Recommendations at provincial level

Recommendation 2

The Provincial Department of Education should organise compulsory training sessions for the induction of newly appointed deputy principals to help them with the transition to the deputy principalship. An ideal training session for new deputy principals could cover aspects that seek to socialise them into the deputy principalship, which include the aim of the job, the core duties

and responsibilities of the job, general or administrative duties, teaching, extra and co-curricular duties, personnel, interaction with stakeholders and communication.

Motivation

Induction has proven to hold benefits for new appointees (see par 2.3.4), and if it is made optional, newly appointed deputy principals may not make use of the opportunity to develop them professionally and to be socialised into both the profession and the school. Programmes that are tailor-made to suit the induction needs of new deputy principals will help to address the problems of inadequate preparation and training as revealed in Chapter 3 (see par 3.3.7).

7.4.3 Recommendations at district level

Recommendation 3

There is a need for deputy principals in a district or Area Project Office (APO) to belong to a professional body or a network where they can share experiences and receive workshops or seminars on induction and professional development.

Motivation

There is empirical evidence to show that newly appointed deputy principals experience problems upon appointment and they therefore need skills to address these problems (see par 5.5.3). Belonging to a professional body or a network of fellow deputy principals can provide a learning opportunity for newly appointed deputy principals.

7.4.4 Recommendations at school level

Recommendation 4

Schools should formally appoint a mentor for the newly appointed deputy principal. In schools with two deputy principals, the senior deputy principal could be a mentor. In schools with only one deputy principal, the principal could be a mentor together with an experienced deputy principal in another nearby school.

The mentoring agreement with the newly appointed deputy principal should clarify the roles of both the mentor and the mentee and set clear development targets and goals.

Motivation

Mentoring is used as an effective strategy to promote professional learning at the workplace and the role of a mentor to assist with the professional development of a newly appointed deputy principal was accentuated in Chapter 2 (see par 2.2.7).

Recommendation 5

Upon the appointment of a new deputy principal, the school principal or a designated mentor should follow a formal induction programme to provide general and management orientation, as well school-specific orientation into aspects of the specific school culture, policies, systems and procedures at the school. In this way the deputy principal will adapt to the school environment and become productive reasonably quickly.

Motivation

The findings of this study show that induction builds the confidence of newly appointed deputy principals and aids their motivation and attitudes towards their work performance, which in turn will influence school effectiveness and improve the results (see par 2.3.4). The induction of the new deputy principal will ensure that the deputy does not manage in a hit-or-miss fashion, but knows the duties and responsibilities of the position.

Recommendation 6

The school principal or mentor should use evaluation results or performance feedback to identify areas in which the deputy principal needs help and this should be a sustainable and on-going activity.

Motivation

The evaluation activities during induction (see par 6.4.3 & 6.4.4) should enable the school principal or mentor to be able to identify and deal with the new deputy principal's weaknesses and strengths.

Recommendation 7

The newly appointed deputy principal should, after the first year, evaluate the formal induction programme at the school, indicating strengths and shortcomings, in order to streamline and constantly improve the induction process.

Motivation

An understanding of the shortcomings of the programme will enable the mentors to improve the programme and to align it with the professional development needs of the newly appointed deputy principals.

7.4.5 Recommendations for further research

Recommendation 8

Further research on the induction of newly appointed deputy principals is warranted to probe this theme further. The following areas of the induction of newly appointed deputy principals merit attention:

- A focus on the problems experienced and skills needed by newly appointed primary school deputy principals. This will enable the development of an induction programme based on the unique needs of deputy principals in primary schools.
- A qualitative study on the problems experienced and skills needed by both primary and secondary school deputy principals to provide a thick description of their experiences. Such experiences can be useful for the development of a specific induction programme.
- An evaluation of an induction programme for deputy principals. The results of such an evaluation can be used to improve the programme.
- A comparative study of the induction needs of primary and secondary school deputy principals. A comparison of this nature will enable researchers to determine whether the deputy principals at the different levels of the schooling system experience similar problems.
- A possible international study to compare the induction needs of South African deputy principals with those of their counterparts in other parts of the world.

Motivation

The importance of induction and continuing professional development was accentuated in Chapter 2. This study notes that there is a dearth of research on the deputy principalship and that this field of study needs to be explored further even by employing different approaches and methods.

7.5 Contribution of the Study

The study endeavoured to make a unique contribution to the expansion of knowledge on the induction and professional development of the deputy principal, which is an area that has been under-researched. The deputy principal is pivotal to the effective management and capable leadership of the school in view of the urgent need to manage teaching and learning effectively in schools. The body of knowledge arising from this study will assist the Department of Education to evaluate the effectiveness of induction programmes for deputy principals and to design intervention programmes to develop them professionally.

7.5.1 Contribution to educational management as a scientific field of study

This study contributed to the field by developing an induction programme for the professional development of newly appointed deputy principals in secondary schools. Such an induction programme may be of value to other schools in South Africa with similar contextual circumstances. The induction of deputy principals is the lacuna in the scholarship on the deputy principalship due to a lack of a targeted professional development and preparation programmes for aspiring deputy principals. The study contributes to the bridging of the gap that exists in the literature and adds to the basis for further research on the deputy principalship in South African schools. It is anticipated that the study will not only make a national contribution, but will also provide a knowledge base for international researchers who may be interested in the professional development of deputy principals in South African schools.

7.5.2 Contribution to educational management as a professional field

The field of Education Management consists of different management areas, of which the management of human resources is one. One of the key areas in the human resources management includes the development of human resources. The study has identified problems experienced by deputy principals and the skills that they need, and therefore helps to clarify the deputy principalship as a professional field. The identification of the induction needs of deputy principals contributes to the field of human resources development in education. The professional development of deputy principals will contribute to organisational (school) effectiveness as well as the improvement of the quality of education. Moreover, human resources development in education is necessary to make personnel more competitive and productive. The study has enabled deputy principals to learn about their field and to make sense of the world in which they operate. The ways in which the performance of deputy principals can be judged are suggested and there is a way forward with regard to their professional development to improve their competence in practice.

7.6 Conclusion

This study disclosed that the induction and continuing professional development of deputy principals is imperative to optimise their performance. The professional development of deputy principals is necessary to address the problems that they experience and to provide them with the skills that they need. This contributes to overall effective management and leadership. The interest of all education stakeholders is to witness quality school management which leads to improved learning outcomes, so professionally developed deputy principals have a crucial role to play in this regard. If we continue to neglect and forget deputy principals when it comes to professional development, it will be counter-productive to the Department of Education.

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ANNEXURE A: PERMISSION TO CONDUCT RESEARCH (SECONDARY SCHOOLS)



education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Quality Assurance Building
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Mmabatho 2735
Tel.: (018) 397-3011
Fax: (018) 397-3047
e-mail: aphethu@nwap.gov.za

CHIEF DIRECTORATE: QUALITY ASSURANCE

Enq: Ms Motshidi Monoametsi
Tel: 0183973016
Email: MMonoametsi@nwap.gov.za

05 August 2013

TO: The District Directors
Area Managers
Circuit Managers

ATTENTION: Principals (Secondary Schools)

Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

This serves to inform you that Mr J.B Khumalo from University of North West Potchefstroom Campus (registered PhD student in Educational Management) has requested and has been granted permission to conduct research in secondary schools of the North West province.

The collection of data is subject to the following conditions:

- that it should not interfere with teaching and learning at schools; and
- that the Department will receive a final copy of the research and summary of the research findings be made available.

Your cooperation in this regard will be highly appreciated.

Yours in education

Dr MC Teu
Director- WSD

Mr MN Motlhabane
Chief Director- Quality Assurance

ANNEXURE B: PERMISSION TO CONDUCT RESEARCH



education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Quality Assurance Building
No.: 861 Modiri Molema Drive, Montshiwa
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Mmabatho 2735
Tel.: (018) 397-3011
Fax: (018) 397-3047
e-mail: ephethu@nwpg.gov.za

CHIEF DIRECTORATE: QUALITY ASSURANCE

Enq : Ms Motshidisi Monoametsi
Tel : 018 397 3016
Email : MMonoametsi@nwpg.gov.za

05 AUGUST 2013

Mr J.B Khumalo
Private Bag X 6001
Potchefstroom
South Africa
2520

Sir

RE: PERMISSION TO CONDUCT RESEARCH

This serves to inform you that permission to conduct research is herewith granted, subject to the following conditions:

- that it should not interfere with teaching and learning at schools; and
- that the Department will receive a final copy of the research and summary of the research findings be made available.

Your cooperation in this regard will be highly appreciated.

We wish you all the best in your research study.

.....
Dr MC Teu
Director-WSD

.....
Mr MN Motlhabane
Chief Director- Quality Assurance

ANNEXURE C: SCS LETTER



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Statistical Consultation Services

Tel: 018 299-2018
Fax: 018 299-2557
Email: wilma.breytenbach@nwu.ac.za

09 May 2016

To whom it may concern

RE: THESIS OF MR JAN KHUMALO (STUDENT NUMBER: 12111902)

We hereby confirm that the Statistical Consultation Services of the North-West University has analysed the data and assisted with the interpretation of the results of the thesis of Mr Jan Khumalo (student number: 12111902).

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Wilma Breytenbach'.

Wilma Breytenbach
MSc
Senior subject specialist

ANNEXURE D: PERMISSION FOR RESEARCH IN RBGMS

**SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION
NORTH WEST**



SAM TLHLOE HOUSE
30 MOLOPO ROAD
P.O. BOX 23786
MAHIKENG
2745
TEL: 018 381 0882
FAX: 018 381 6541
E-Mail: Ilenkopanc@sadtu.org.za

To : Mr. Khumalo
From : Provincial Secretary
Date : 16 September 2015

RE: PERMISSION FOR RESEARCH IN RBGMS

This communiqué serves to inform your goodself that permission has been granted to do research at the Regional Biennial General Meetings.

The RBGMS are scheduled as follows;

REGION	VENUE	DATE
Zuluboy Moloto	Kreste Modisa, Mmabatho	16 - 18 September 2015
J.B. Marks	Raaswater Lodge	18 - 19 September 2015
Zeerust	Thaga Moso Resort	18 - 19 September 2015
T. J. Madlala	Bloemhof Hall	23 - 24 September 2015

Thanking you in advance for your cooperation.

Yours Comradely,


SILAS KALE
PROVINCIAL SECRETARY

"Organise and Empower Education Workers to Deliver Free Quality Public Education and Build Socialism"
"Consolidating Working Class Power for Organisational Renewal and Education Transformation"

ANNEXURE E: ETHICS APPROVAL CERTIFICATE OF PROJECT



NORTH WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

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Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849

Email: Ethics@nwu.ac.za

2016-04-19

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Ethics Committee of the Faculty of Education Sciences (ESREC) at the meeting held on 10/02/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: <i>An induction programme for the professional development of newly appointed deputy principals</i>																														
Project Leader/Supervisor: Dr HJ van Vuuren																														
Project Team: Mnr J Khumalo, Prof PC van der Westhuizen, Dr CP van der Vyver																														
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>1</td><td>6</td><td>4</td><td>-</td><td>1</td><td>3</td><td>-</td><td>A</td><td>2</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="3">Project Number</td> <td colspan="3">Year</td> <td colspan="3">Status</td> </tr> </table>			N	W	U	-	0	0	1	6	4	-	1	3	-	A	2	Institution			Project Number			Year			Status		
N	W	U	-	0	0	1	6	4	-	1	3	-	A	2																
Institution			Project Number			Year			Status																					
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																														
Application Type: N/A																														
Commencement date: 2014-11-11				Expiry date: 2016-11-11				Risk: N/A																						

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

<p>General conditions:</p> <p>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:</p> <ul style="list-style-type: none"> The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC: <ul style="list-style-type: none"> annually (or as otherwise requested) on the progress of the project, and upon completion of the project without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project Annually a number of projects may be randomly selected for an external audit. The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the ESREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited. The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date. In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to: <ul style="list-style-type: none"> request access to any information or data at any time during the course or after completion of the project; to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process. withdraw or postpone approval if: <ul style="list-style-type: none"> any unethical principles or practices of the project are revealed or suspected, it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented, the required annual report and reporting of adverse events was not done timely and accurately, new institutional rules, national legislation or international conventions deem it necessary. ESREC can be contacted for further information or any report templates via Juma.Congradie@nwu.ac.za or 018 299 4656
--

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis
Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU,
ou=Vaal Triangle Campus,
email=Linda.duplessis@nwu.ac.za,
c=ZA
Date: 2016.04.20 09:57:46 +0200

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ANNEXURE F: QUESTIONNAIRE



NORTH-WEST UNIVERSITY
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21 January 2015

Dear Deputy Principal

Consent Letter

I am currently registered as a PhD student at the North West University, Potchefstroom Campus. The title of my thesis is **'An induction programme for the professional development of newly appointed deputy principals'**. The aim of the study is to determine problems experienced by newly-appointed deputy principals and skills they need to perform their duties effectively. On the basis of the problems and skills identified, the study seeks to develop an induction programme for their professional development. You are kindly requested to complete the attached questionnaire which will enable me to gather your valuable input on the research topic. Authorisation for this research was given to me by the North West Department of Education. The research project was also approved by the Ethics Committee of the North West University ethics number NWU-00315- 14-S2. Your school was selected as one of the schools in the North West Province to participate in this survey. Your participation in this study will make an immense contribution towards the professional development of deputy principals in the province and in similar contexts elsewhere in the country. It will not take much of your time to complete the questionnaire.

Before completing the questionnaire, please take note of the following:

- You complete the questionnaire on a voluntary basis.
- There is no harm to you as a respondent in completing the questionnaire.
- All information will be treated as confidential.
- Your identity will not be revealed, every respondent and school will remain anonymous.
- If you complete this questionnaire we accept that your participation in this research is voluntary.
- By completing the questionnaire you agree to participate in this research.

Your co-operation is highly valued and appreciated. Should you require further information about the study, please contact me on the details provided above or my promoter, Dr Herman J Van Vuuren, on 018 299 4774 or 083 233 0604.

Yours sincerely

Jan B Khumalo
PhD Student

Original details: Jan B Khumalo(12111902) C:\Users\12111902\Desktop\Consent Letter.docm 4
November 2014

DEPUTY PRINCIPALS QUESTIONNAIRE

Section A: Biographical information

Please answer the items in sections A and B by making a cross in the numbered square which applies to you.

1. Age at last birthday

30 years or younger	1
31 to 40 years	2
41 to 50 years	3
Older than 50 years	4

2. Highest academic qualification

Certificate	1
Diploma	2
Bachelor's degree	3
Honours degree	4
Master's degree	5
PhD degree	6

3. Gender

Female	1
Male	2

4. Home Language

Sepedi	1
Sesotho	2
Setswana	3
siSwati	4
Tshivenda	5
Xitsonga	6
Afrikaans	7
English	8
isiNdebele	9
isiXhosa	10
isiZulu	11

5. Current post level

Post level 1	1
Post level 2	2
Post level 3	3
Post level 4 and higher	4

6. Years of experience as a deputy principal at the end of 2014

0-3 years	1
4 years or more	2

7. Your marital status

Never married	1
Married	2
Living together	3
Widow	4
Widower	5
Separated	6

8. What position did you hold immediately before becoming a deputy principal?

Teacher	1
Senior Teacher	2
Master Teacher	3
Departmental Head	4

Section B: Demographic aspects

9. What is your school type?

Intermediate	1
Combined	2
Secondary	3

10. Number of educators at your school

1-10	1
10 or more	2

11. What is your school's quintile ranking?

Quintile 1	1
Quintile 2	2
Quintile 3	3
Quintile 4	4
Quintile 5	5

Section C: Problems experienced by newly appointed deputy principals

Please indicate to what extent you experience problems regarding each of the following as a newly appointed deputy principal. Please encircle the appropriate number.

Use the following rating scale: 1 = to almost no extent 2 = to a small extent 3 = to some extent 4 = to a large extent

Read each statement as if it commences with: <i>As a deputy principal, I experience problems with...</i>		To almost no extent	To a small extent	To some extent	To a large extent
1	stress	1	2	3	4
2	tension	1	2	3	4
3	difficulties caused by previous deputy's influence	1	2	3	4
4	exercising authority	1	2	3	4
5	professional isolation	1	2	3	4
6	accommodation for my family	1	2	3	4
7	giving sufficient attention to my family	1	2	3	4
8	locating school for my children	1	2	3	4
9	planning school finances	1	2	3	4
10	controlling school finances	1	2	3	4
11	allocation of resources	1	2	3	4
12	maintenance of school furniture	1	2	3	4
13	maintenance of school equipment	1	2	3	4
14	supervising annual stock taking	1	2	3	4
15	handling legal issues	1	2	3	4
16	managing my own time	1	2	3	4
17	lack of sufficient time for administrative work	1	2	3	4
18	too much administrative work	1	2	3	4
19	working with uncooperative members of the SMT	1	2	3	4
20	the selection of teachers for appointment	1	2	3	4
21	the selection of Departmental Heads for appointment	1	2	3	4
22	dealing with an incompetent member of the SMT	1	2	3	4
23	conducting management meetings	1	2	3	4
24	conflict with SMT members who competed for the same deputy principal position	1	2	3	4
25	obtaining information about the strengths weaknesses of staff	1	2	3	4
26	obtaining information about the weaknesses of staff	1	2	3	4
27	evaluating staff effectively	1	2	3	4
28	conducting effective classroom visits	1	2	3	4
29	taking disciplinary steps against incompetent teachers	1	2	3	4
30	handling staff absenteeism	1	2	3	4
31	obtaining staff's trust	1	2	3	4
32	obtaining staff's confidence	1	2	3	4
33	obtaining the loyalty of the SMT	1	2	3	4
34	obtaining the co-operation of the SMT	1	2	3	4

35	motivating staff	1	2	3	4
36	dealing with poor staff morale	1	2	3	4
37	issues arising from previous deputy's management style	1	2	3	4
38	managing conflict between staff members	1	2	3	4
39	supervising the Representative Council for Learners (RCL)	1	2	3	4
40	managing learner discipline	1	2	3	4
41	managing learners who are unwilling to learn	1	2	3	4
42	managing general welfare of learners	1	2	3	4
43	developing good working relationships with the circuit manager	1	2	3	4
44	developing good working relationships with the subject advisors	1	2	3	4
45	dealing with parent's problems	1	2	3	4
46	creating a better public image	1	2	3	4
47	getting information about duties of circuit office staff	1	2	3	4
48	getting the support of parents	1	2	3	4
49	getting accepted by the community	1	2	3	4
50	handling party politics in a school setting	1	2	3	4
51	dealing with staff accommodation problems	1	2	3	4
52	shortage of physical facilities	1	2	3	4
53	water supply problems	1	2	3	4
54	sanitation problems	1	2	3	4
55	dealing with over-age learners	1	2	3	4
56	dealing with learner transport	1	2	3	4
57	learners who cannot buy textbooks	1	2	3	4
58	learners who cannot pay fees	1	2	3	4
59	learners travelling long distances	1	2	3	4
60	learners without proper residential accommodation	1	2	3	4
61	shortage of teaching posts	1	2	3	4
62	how to handle political unrest in a school setting	1	2	3	4

List other problems you have encountered as a new deputy principal

Section D: Skills for deputy principals

Indicate the extent to which a skill is critical for the effective performance of the job of a deputy principal, by encircling the appropriate number. Use the following rating scale:
1=to almost no extent 2=to a small extent 3=to some extent 4=to a large extent.

Read each statement as if it commences with:

To perform my duties as a deputy principal effectively, I need skills on....

		To almost no extent	To a small extent	To some extent	To a large extent
63	how to evaluate staff	1	2	3	4
64	how to conduct group meetings	1	2	3	4
65	how to develop the school budget	1	2	3	4
66	how to organise parent-teacher-learner conference	1	2	3	4
67	how to establish a scheduling programme for learners and staff	1	2	3	4
68	awareness of issues related to educational law	1	2	3	4
69	how to establish a co-operative relationship with circuit office staff	1	2	3	4
70	how to establish good relations with the SGB	1	2	3	4
71	knowing where the limits exist within the school	1	2	3	4
72	understanding how the deputy principalship changes family relationships	1	2	3	4
73	developing interpersonal networking skills that may be used with individuals both inside and outside the school	1	2	3	4
74	ability to encourage involvement by all parties in the education community	1	2	3	4
75	how to develop positive relationships with other organisations located in the school's surrounding community	1	2	3	4
76	demonstrating an awareness of what it means to possess organisational power	1	2	3	4
77	demonstrating an awareness of what it means to possess organisational authority	1	2	3	4
78	demonstrating an awareness of why one was selected for a leadership position in the first place	1	2	3	4
79	portraying a sense of self-confidence on the job	1	2	3	4
80	having a vision along with an understanding needed to achieve certain goals	1	2	3	4
81	demonstrating a desire to make a significant difference in the life of learners	1	2	3	4
82	being aware of one's biases, strengths or	1	2	3	4

	weaknesses				
83	understanding that change is on-going and results in a continually changing vision of a deputy principal	1	2	3	4
84	how to assist the teachers with curriculum implementation	1	2	3	4
85	how to demonstrate qualities necessary for effective management of people	1	2	3	4

List other essential skills for newly appointed deputy principals

This is the end of the questionnaire.

Thank you very much for your time and co-operation to complete this questionnaire.

ANNEXURE G: LANGUAGE EDITOR'S LETTER

cumlaude language practitioners

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DECLARATION OF LANGUAGE EDITING

I, Christina Maria Etrecia Terblanche, hereby declare that I edited the
research article titled:

**An Induction programme for the professional development of newly
appointed deputy principals**

**for Jan Khumalo with inclusion of sources and technical editing for the
purpose of submission as a thesis for examination. Changes were suggested
and implementation was left to the discretion of the author.**

Regards,

CME Terblanche

Cum Laude Language Practitioners (CC)

SATI accr nr: 1001066

PEG registered