

# **THE NEED FOR INTERNSHIP IN THE DEVELOPMENT OF SCHOOL PRINCIPALS**

**ZOLEKA JUDITH NDAMASE**

**B.A. (UNITRA); P.G.C.E. (UNITRA); B. Ed. (VISTA); D.M.S. (MANCOSA)**

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**SUPERVISOR: DR. N.J.L. MAZIBUKO**

**CO- SUPERVISOR: DR. M. I. XABA**

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## **DEDICATION**

**This dissertation is a dedication to my late father  
Griffiths Mabulana Ndamase who made it a point that I  
get my tertiary education and to my grandparents Manka  
and Mabareth Ndamase and Elias and Makhumalo Hulana.**

## **ABSTRACT**

### **THE NEED FOR INTERNSHIP IN THE DEVELOPMENT OF SCHOOL PRINCIPALS.**

The aims of this research are to:

- investigate how the serving school principals perceive the training they received at universities and colleges of education to develop them for formative and instructional school leadership;
- Investigate the influence of internship in the development of aspirant school principals;
- Investigate if there is a need for a prescribed internship in the development of aspirant school principals in South Africa; and
- make recommendations for the universities and the South African government to introduce internship development of aspirant school principals.

In the empirical investigation, a survey was conducted on the need for internship in the development of school principals, in the form of tape-recorded interviews, in twenty-eight schools in the Vaal Triangle.

Findings indicated that the respondents realise the need for internship in the development of school principals. The results revealed that all principals who participated in the investigation were interested in their new jobs when they started, because they wanted to implement skills acquired at lower levels, to 'turn their schools around', and some were interested because of challenges involved. However, this enthusiasm was short-lived because many have no formal training to be instructional, formative, facilitative, transformational and participatory leaders. Most of the principals in the Vaal Triangle are not adequately prepared for their managerial and leadership tasks as some indicate that they lack confidence in leading and managing effective teaching and

learning, delegating tasks, dealing with defiant staff, handling learner discipline and involving parents in school matters. The majority of principals lack problem-solving, decision-making, listening, communication and analytical skills. These principals are unable to inspire and empower educators and learners, work collaboratively with all stakeholders, and transform the school into a learning community. Most principals work in isolation without support, assistance, partnership and collaboration with district officials, facilitators of educational management in institutions of higher learning and peers in other schools.

Recommendations for further research and the implementation of findings were made, *inter alia*, for the development of an internship programme for beginner principals especially those from disadvantaged communities such as townships and farms, to prepare them for effective leadership in their respective schools.

OPSOMMING  
DIE BEHOEFTE AAN INTERNSKAP  
IN DIE ONTWINKKELING VAN SKOOLHOOFDE

Die doelwille van hierdie navorsing is:

- Om ondersoek in te stel na die persepsies wat dienende skoolhoofde huldig van die opleiding wat hulle ontvang het aan universiteite en opleidingskolleges om hulle toe te rus vir vormende en onderrigende skoolleierskap;
- Om ondersoek in te stel na die invloed van internskap op die ontwikkeling van aspirantskoolhoofde;
- Om ondersoek in te stel of daar 'n behoefte is aan 'n voorgeskrewe internskap in die ontwikkeling van aspirantskoolhoofde in Suid-Afrika; en
- Om aanbevelings te doen dat universiteite en die Suid-Afrikaanse regering internskap vir aspirantskoolhoofde sal instel ter bevordering van hul ontwikkeling.

In die empiriese navorsing is ondersoek ingestel na die behoefte aan internskap in die ontwikkeling van skoolhoofde, in die vorm van bandopnames van onderhoude in agt-en-twintig skole in die Vaaldriehoek.

Bevindinge het aangetoon dat die respondente die behoefte aan internskap in die ontwikkeling van skoolhoofde besef. Die uitslag het geopenbaar dat al die skoolhoofde wat aan die ondersoek deelgeneem het, belang gestel het in hul nuwe betrekkinge toe hulle begin het, omdat hulle vaardighede wat hulle op laer vlakke bekom het, wou implementeer, "n kentering in om/hul skole teweeg te bring", en party was geïnteresseerd vanwee die uitdagings wat die gebied het.

Maar hierdie entoesiasme was kort van duur, want baie van hulle het geen formele opleiding om onderrigende, vormende, fasiliterende, transformasionele en deelnemende leiers te word nie. Die meeste skoolhoofde in die Vaaldriehoek is nie doelmatig voorberei vir hul bestuurs-

en leierskaptake nie, want party dui aan dat dit hulle aan selfvertroue ontbreek in leierskap en die bestuur van effektiewe onderrig en leer, die deleger van take, die hantering van uitdagende personeellede, die hantering van leerderdisipline en die vermoë om ouers by skoolsake betrokke te kry. Die ontbreek meeste skoolhoofde aan vaardighede ten opsigte van problem-oplossing, besluitneming, luister, kommunikasie en ontleding. Hierdie skoolhoofde is nie daartoe in staat om opvoeders en leerders te besiel en te bemagtig nie, om in oorleg met alle belanghebbendes saam te werk, en om die skool in 'n lerendesamelewing te transformeer nie. Die meeste skoolhoofde werk in isolasie, sonder ondersteuning, hulp, vennootskap en oorlegpleging met distriksamptenare, fasiliteerders van onderwys bestuur in inrigtings vir hoër geleerdheid en eweknieë in ander skole.

Aanbevelings is gedoen vir verdere navorsing en die toepassing van bevindinge, onder andere vir die ontwikkeling van 'n internskapprogram vir beginner-skoolhoofde, veral die van agtergeblewe gemeenskappe soos stadgebiede en plase, om hulle voor te berei vir effektiewe leierskap in hul onderskeie skole.

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### Appendix 1

## **Chapter 1**

### **Orientation**

#### **1.1 Introduction and Statement of the Problem**

Internship offers practical experience to an aspirant principal with an interest in educational management and leadership learning. Gray (2001:663) states that management and leadership learning is more effective when it is experiential and when it is in response to real social needs and problems. South Africa is in the process of creating and developing a new school organizational culture which requires an altogether different and new set of school management and leadership skills which include, amongst others:

- a new set of shared assumptions on educational management; and
- a new way of thinking about formative and instructional leadership.

The traditional leadership mindset, which prevailed in the pre-1994 democratic period in South Africa and which is still prevalent in many schools even today, centres around control and top-down direction which is mainly based on doing things right and is often more highly valued than doing the right thing (Coetzee, 2002:125; Blase & Blase, 1999:352). However, Gray (2001:663) and Brewer and Gray (1999:411) agree that maintaining the status quo, even when performed efficiently, is of little benefit when managers and leaders are faced with the ambiguity, uncertainty, and change prevalent in today's schools. It is for this reason that the training of aspirant principals should not only be theoretically based but should also be practically hands-on in order to provide these future leaders with experiential learning and development.

Many of today's schools are not organized to effectively support and encourage learning. Existing administrative structures often organized in a bureaucratic and

hierarchical configuration, value systems, and professional training programmes are often in conflict with the kind of systemic change that the new South African democratic leadership system demands. Educators are isolated, without opportunities to collaboratively solve problems, share information, learn together, and plan for improving learner achievement. Too often learners are not provided with work that is engaging, that meets high academic standards, and that is challenging and satisfying. Time is not always utilized effectively, and technologies that could enhance teaching and learning are either not available or not fully utilized and educational leadership preparation programmes in universities are not preparing their graduates to identify, address, and resolve these problems. The result is that many of the principals who are managing and leading schools cannot relate what they studied at the universities with the real multicultural and democratic demands of schools (Gewertz, 2003:7; Bryk, 1999:48; Westheimer, 1999:82).

It is, therefore, crucial that all aspirant principals acquire the knowledge and skills they need to be successful leaders. This requires a transformation in universities' thinking about developing future leaders of schools. Aspirant school leaders need to develop the ability to create systemic change and pursue ever-higher levels of effective formative and instructional leadership (Keller, 2000:109; Bottery, 2001:199; Brewer & Gray, 1999:412; Smit & Cronje, 2001:295). To be effective instructional and formative leaders, aspirant principals need to have both theoretical and practical skills of managing and leading schools (Dean & Persall, 2003:2; Deal & Peterson, 1999:34).

The outcomes-based education school settings of today need new directing and guiding strategies, new processes, and a new mindset of instructional and transformative leadership (Riley, 2000:13). Schools need to be organized mainly around, and focus on, the work of learners rather than the work of educators in the school (Medeiros, 2001:131; Carnevale, 1999:86). All rules, regulations, roles, and work processes in the school should be designed to support and

enhance the school's ability to design inclusive and integrated quality learning experiences for all learners, irrespective of their race, language, religion and culture. Aspirant principals, therefore, need to learn and develop qualities of leading in inclusively integrated multiracial, multilingual, multireligious, multicultural and democratic school settings. Developing and learning of formative and instructional leadership skills through both classroom-based theory and internship practice can help them understand the inclusive and integrated South African school system (Traub, 2000:55; Blase & Blase, 1999:362). The formative leader possesses a high level of facilitation skills because team inquiry and learning and collaborative problem solving are essential ingredients of this leadership approach. Imagining future possibilities; examining shared beliefs; asking questions; collecting, analyzing, and interpreting data; and engaging the school in meaningful conversation about teaching and learning are all formative leadership behaviours which aspirant principals need to learn and develop for democratic and inclusive schools (Colvin, 2000:2; Day, Hadfield, Tolley & Beresford, 2000:38).

According to Dean and Persall (2003:4) and Groves (2000:14) the following formative leadership principles support a new paradigm for quality leadership:

- Team learning, productive thinking, and collaborative problem solving should replace control mechanisms, top-down decision-making, and enforcement of conformity.
- Educators should be viewed as leaders and school principals as leaders of leaders. Leaders must be viewed as asking the right kinds of questions rather than knowing all the answers.
- Trust should drive our working relationships. Leaders must not assume that the school, both teaching and non-teaching staff, and learners will try their best to do their worst. The leader's job is to drive out fear.
- Leaders should move from demanding conformity and compliance to encouraging and supporting innovation and creativity.

- Leaders should focus on people and processes, rather than on paper work and administrative minutiae. Time should be spent on value-added activities.
- Leaders should be customer-focused and servant-based. Learners and staff are the direct customers of the principal, and the most important function of the principal is to serve his or her customers.
- Leaders should create networks that foster two-way communication rather than channels that direct the flow of information in only one direction.
- Formative leadership requires proximity, visibility, and being close to the customer. Leaders should wander about the school and the surrounding community, listening and learning, asking questions, building relationships, and identifying possibilities.
- Formative leadership is empowering the people within the school to do the work and then protecting them from unwarranted outside interference.
- Formative leadership requires the ability to operate in an environment of uncertainty, constantly learning how to exploit systemic change, rather than maintaining the *status quo*.

The above-mentioned principles illustrate that the work of the formative leaders is different, so too are their required leadership skills. The formative leader must help the school and staff to overcome fear of failure and grapple with the difficult problems, rather than only with the easy issues. It is internships which can give the aspirant principals the opportunity to work hands-on with the schools and their staff in order to gain experience on the problems they encounter and the way they go about solving these problems (Blase & Blase, 1999:367; Hamovitch, 1999:62).

With some schools already classified as "dysfunctional" due to academic deficiencies, school principals no longer have the luxury of leaving instructional matters to others. Instructional leaders of the future must be open to new learning even when that learning challenges their strongly held beliefs. They

must model the behaviours they want to see in others such as talking about teaching and learning, attending seminars, reading constantly, and encouraging educators to do the same (Bottery, 2001:200; Casey, 2001:29; Groves, 2000:12). Being an instructional and formative leader requires building a culture of innovation, where everyone is involved in action research and constantly collecting, analysing, and interpreting data for continuous school improvement (Myatt, 2000:6; Sebring, 2000:442).

Stroot and Fowlkes (1999:32) argue that instructional leadership needs to focus more on the learning opportunities provided to learners and on the work learners do, and less on the teaching process and the work educators do. Shifting the focus can also change the leadership dynamics. Direct supervision of the work of the educator, although still a necessary part of the instructional improvement process, is of less importance than working collaboratively with educators in planning, scheduling, and leading learners in academic work. The skills of observing, evaluating, guiding and directing need to be supplemented with the skills of listening, questioning, probing, and guiding; a leadership style that might be characterized as interrogative rather than declarative (Giber, Carter & Goldsmith 2000:xiii; Tschannen-Moran, 2000:8). All these skills can only be developed through internship.

To be successful, the instructional leader must become adept at managing and leading by wandering around, which is really the art and practice of listening and learning. It is the quintessential practice for building relationships and establishing trust.

Managing and leading by wandering around gets the leader out of the office, increases visibility and contact with the people doing the work, the learners and the staff. Leaders can begin the process by implementing the following managing and leading-by-wandering-around steps:

- Engage in face-to-face contact with customers, that is, learners and educators. Instructional leadership begins with spending time, lots of it, with educators, in and out of classrooms, engaging in conversation about teaching and learning (Doyle & Rice, 2002:4).
- Create opportunities to solicit undistorted opinions. This is called naive listening, that is listening with an open mind rather than entering a conversation with a predetermined position (Bottery 2000:35).
- Act quickly on what one hears. Quick responses and prompt action will encourage trust and provide broader opportunities for future listening and learning.
- Probe under the surface by asking penetrating questions. To really understand, one must penetrate the *natural reluctance* of people to "really level" with one. This is the only way to bring the unmentionables found in every organization to the surface. What kinds of questions should the instructional leader ask? How does he lead conversations with educators that focus on creating better learning opportunities for learners? Instructional leaders pose the following questions with regard to their learners and educators:
  - What do we really believe about how learners learn?
  - How well are schools providing challenging, interesting work for learners?
  - How many of the learners are actively engaged on a regular basis?
  - What evidence, other than standardized test data, do schools have about how well the learners are learning what schools want them to learn?
  - What are the major barriers to learning that are most difficult for us to deal with?
  - What do we need, that we do not currently have, to be more effective educators?
  - What do learners need to know and be able to do when they leave our school?

- How can we better integrate existing technology into the curriculum?
- How can we better protect teaching and learning time? How can we reduce non-teaching duties?
- What additional data do we need in order to more effectively understand our students? (Hertling, 2001:5; Tierney, 2000:16; Adams, 1999:9).

Asking these, and similar questions, should lead to broader conversations with individuals and small groups, as well as with the entire school. The ultimate objective is to improve the level and degree of productive thinking of the adults in the school. The effective instructional leader must get out of the office, mix and mingle with staff, students, parents, and other community members; and lead or participate in conversations about improving the learning opportunities provided to learners.

The foregoing exposition highlights the need for the combination of both the university lecture method and internship, that is, experiential, hands-on practical learning in the development of school principals. Gray (2001:663) asserts that learning provides the best and effective experience when it is hands-on. Internships give the aspirant principal an opportunity to combine his/her research and reading, as well as the knowledge of the professors at the university with everyday life in a public school. This experience leaves the aspirant principal confident and prepared to enter her/his first year as a deputy principal or a principal. This combination of internship and coursework creates an educational environment that makes the aspirant principal's training in school management and leadership the best and most effective. It can equip aspirant principals with the skills and experience that are necessary to have a successful first year in any leadership position such as the formative and instructional leadership skills mentioned in the above paragraphs (Weiss, 2000:12).

Very little, if any, research has been conducted in South Africa to examine the need for internships in the development of school principals. This research endeavours to, by means of literature study and empirical research, answer the following questions:

- What are the perceptions of the serving school principals on the training they received for formative and instructional leadership in their schools?
- What influence does internship have in the development of aspirant principals?
- Is there a need for a prescribed internship in the development of aspirant school principals in South Africa?
- How can universities and South African government prescribe internship in the development of aspirant school principals?

## **1.2 Aims of research**

The aims of this research are to:

- investigate how the serving school principals perceive the training they received at universities and Colleges of Education to develop them for formative and instructional school leadership;
- investigate the influence of internship in the development of aspirant school principals;
- investigate if there is a need for a prescribed internship in the development of aspirant school principals in South Africa; and
- make recommendations for the universities and the South African government to prescribe internship in the development of aspirant school principals.

### **1.3 Methods of research.**

Literature and empirical research methods were used in this investigation.

#### **1.3.1 Literature study**

Current international and national journals, papers presented at professional meetings, dissertations by graduate students, and reports by school and university researchers, and governmental agencies which provide information on how far research on principal internship and the development of school principals has progressed, were consulted and served as *primary sources*. Books on principal internship and the development of school principals served as *secondary sources*.

#### **1.3.2 Empirical research**

In addition to the literature study, data were collected by means of face-to-face and semi-structured interviews. These data were analysed and interpreted.

This research will be conducted as follows:

The Education authorities of Sedibeng East and Sedibeng West districts in Vereeniging and Vanderbijlpark and the Johannesburg South district, which all form part of the Vaal Triangle area in Gauteng, were requested for permission to conduct this research with a sample of school principals in both primary and secondary schools under their jurisdiction. The researcher personally visited these schools to conduct interviews face-to-face with the participants.

### **1.3.3 Measurement Instrument**

A self-developed questionnaire was designed by the researcher to investigate the need for internship in the development of school principals. A self-developed questionnaire was used because a standardized questionnaire relevant to the study in question could not be found. Only internationally developed questionnaires were available and were not appropriate for the problem statement of this research.

### **1.3.4 Target population**

All principals of public schools in the township, town and in farms in the Gauteng province were considered the target population.

### **1.3.5 Accessible population**

Since there is a large number of public schools in the Gauteng province, which would take a long period to cover through interviews and would have had unaffordable financial implications, it was decided to limit the target population to the public school principals in the Vaal Triangle area of the Gauteng province.

### **1.3.6 Sample**

A randomly selected sample (n=28) of principals of primary and secondary schools on farms, townships and towns participated in this investigation.

## **1.4 Programme of study**

Chapter 1 provides an orientation stating the problem which was investigated in this study; discussing the research objectives, literature and empirical methods

used in the investigation of data used in this study, and the sample population that composed the research population of this study.

Chapter 2 investigates the influence of internship in the development of aspirant principals' formative and instructional leadership skills.

Chapter 3 presents the method of research used in this study. The presentation of the empirical process includes the design, subjects, instrumentation, data collection procedure, and data analysis.

Chapter 4 provides the results of the study, and the findings are discussed and interpreted.

Chapter 5 summarises the findings of the study, considers the implications of the findings, and makes recommendations for future research.

The next chapter investigates, by means of a literature study, the influence of internship in the development of school principals' leadership skills.

## **Chapter 2**

### **Internship as an effective tool to develop formative and instructional leadership of aspirant principals**

#### **2.1 Introduction**

Educational leadership is both a science and an art. This implies that effective education leaders learn and develop their skills of leading from a combination of theoretical and practical experience. Merchant (1999:38) argues that school leadership is a science because of its growing body of knowledge that describes how school organizational effectiveness can be scientifically achieved and posits that this body of knowledge can be acquired through scientific research and is disseminated through teaching, textbooks and journal articles.

Educational leadership is an artistic process because of its many directing and guidance skills which cannot only be learnt from a textbook or within the four walls of a lectureroom. It requires hands on practice; conceptual and interpersonal skills which can be effectively learnt through practical experience in teaching and learning school settings.

From the fore-going paragraphs, it is clear that educational leadership is a combination of practical skill, which is an art and a body of theoretical knowledge, which is a science. A successful educational leader, therefore, requires a blend of formal theoretical and practical learning.

This chapter discusses, by means of a literature survey, internship as an effective tool to develop formative and instructional leadership skills for aspirant school principals.

## **2.2 Definition of concepts**

To ensure that this research is on track in investigating internship as a tool for developing formative and instructional leadership of an aspirant school principal, it is necessary to clarify the concepts internship, formative and instructional leadership and some related concepts. The concepts are defined with special reference to the topic given.

### **2.2.1 Internship**

In this research, internship is defined as a practical “hands-on” learning and development experience, which the aspirant principal gains in a real teaching and learning situation. It usually takes a 6 to 12 months period after the aspirant principal has been involved in a theoretical learning and development programme. Internship provides opportunities for an aspirant principal to apply the theory s/he gained in the lecture room to the real leadership process in the teaching and learning situation. This helps her/him gain real knowledge and skills of instructional and formative leadership. It becomes the best tool for integrating the aspirant principal to the school leadership system (Doyle & Rice, 2002:12; Gray, 2001:664; Hung, 2001:62; Department of Education, 2000b:4).

Crocker and Harris (2002:13) and Hale (2000:15) describe principal internship as an experience whereby candidates are expected to conduct a programme of self and school evaluation, apply programme implementation skills, perform managerial responsibilities, complete a reflective paper focused on the activities conducted during the internship experience, compile a principal internship portfolio which provides evidence of completed instructional and formative leadership tasks, attend seminars with others who are completing the internship and participate in school based conferences with a university supervisor and a mentor (Jackson & Kelley, 2002:3; Department of Education, 2000c:7).

Therefore, the school principal as leader of the school has a great task at her/his disposal. Upon her/his shoulders is the responsibility to ensure effectiveness of the school through the various structures. S/he thus has to be confident to support learners, staff, parents and the community in all endeavours to groom the learners through co-curricular and extra-curricular activities. When the principal who is new in the post is not certain of what to do and lacks support from people who are supposed to guide and induct her/him, s/he finds it difficult to implement effective leadership. This affects other stakeholders and causes a breakdown in the whole school as an organization, and this can spill into other related organizations. Yet her/his success brings about the expected results of school effectiveness (Kann, 2000:35; Reid, 2000:2)

Internship has to be seen as to whether it will effect efficacious leadership of principals immediately they start their jobs, rather than letting the principals get unsolicited advices from all over the show. This is more so when communities demand higher standards in education for the diverse cultures that are in the country, leading to stress, many working hours and little compensation among the principals who have to account for tough curriculum standards, and shoulder educational responsibilities that once belonged at home and or in the community (Lee & Keiffer, 2003:7; South African Council of Educators Act, Act No. 31, 2000:E-17; Department of Education, 2000a:8; Employment of Educators Act, Act No. 76, 1998:3B-8; South African Schools Act, Act No. 84, 1996:2B-16).

### **2.2.2 Mentorship**

Allen and Poteet (1999: 61) and Ladson-Billings (1998:69) note that a number of meanings of "mentoring" exist and postulate that principal mentoring is an intense supportive and helping relationship between the aspirant principal, who is an intern, and the mentor. The mentor is usually a serving or retired principal and or any other senior person, usually a district official, who manages and leads or offers real support, guidance as well as concrete assistance in leadership

tasks and oversees the career development and psychosocial development to the less experienced to the aspirant principal, in this case. Mentoring would be extremely beneficial to the beginner principals because it would give them a good sense of direction and better understanding of their field and responsibilities. Mentored principals tend to have greater confidence in their leadership and management skills, exhibit enhanced maturation and focus on educator and learner development (Hertling, 2001: 15; Medeiros, 2001:4).

### **2.2.3 Management and leadership**

This research uses management and leadership concepts as follows:

- Management is planning, organizing, leading and control of subordinates' working activities (Leovy, 2000:23); leading and influencing people to attain specific goals, achieving goals through human resources (Marks & Louis, 1999:70); and making team members to succeed (Darling-Hammond, 1999:6; Nistler & Maiers, 1999:17).
- Paratore (1999:3) postulates that leadership occurs when the behaviour of an individual or group is influenced, regardless of the reason. It involves working with and through people to accomplish goals. Legters (1999:7) and Tierney (2000:16) distinguish leadership from management by regarding leadership as a special kind of management function in which the accomplishment of organizational goals are paramount, with common theme being the leader's concern to accomplish organizational goals or objectives.

These definitions of leadership and management show that leadership is a management function for directing and guiding subordinates.

Telese (1999:6) posits that making team members to succeed in an organization is a modern definition of management, and this is the paradigm that this research

uses in highlighting internship as a tool in developing aspirant principals' formative and instructional leadership. Leading is regarded as an effort of directing and guiding team members to succeed. This has very important implications for the leader, that is, if team members are successful, then the leader is also successful and vice versa. Therefore the leader is as successful as the team. This view changes the focus of the leader from the traditional planning, directing and control of subordinates' work, to empowering and equipping team members and focusing subordinates on goals to create an environment which motivates them (Reis & Diaz, 1999:56; Hopkins, 2000:43). This change in focus enables the leader to unlock people's human resource potential and apply it better to improve their productivity.

The modern leadership concepts used in this research are:

- Transformational leadership which taps on the ability of an individual to inspire others through vision and through the use of personal consideration. It views individuals to generally dislike change and that they will resist it until they can see a good reason to be committed to it (Bryk, 1999:77). However, in an age of continual change, it is an essential function of the leadership to generate this commitment by providing a vision of the change mission, and the means of achieving it, for others to follow. It is thus an indispensable coping mechanism with transformational leaders seen as social architects, who, in creating a vision, have to develop the trust of their followers and to build self-confidence and self-regard of their followers by suggesting that the processes of both education and leadership should involve the contributions of all parties, rather than being a matter of one person doing something to another. It entails transformation of competent schools to excellent schools by adding value of leadership (Bottery, 2000:200; Little Hoover Commission, 2000:14).

- Instructional leadership which focuses on instruction, building of a community of learners, sharing decision-making, sustaining the basics, leveraging time, supporting ongoing professional development for all staff members, redirecting resources to support a multifaceted school plan, and creating a climate of integrity, inquiry, and continuous improvement (Doyle & Rice, 2002:34).
- Formative leadership, which is based on the belief that many leaders exist within a school. It supports the educator as a school leader and the principal as the leader of leaders. It emphasises that leadership is not role specific and thus not reserved only for managers. Rather, it is the job of the school leader to fashion learning opportunities for the staff and various structures in the school, so that they develop into productive leaders. Likewise, educators should enhance not only learner learning but also the learning of the adults within the school (Dean & Persal, 2003:2; Schwatzbeck, 2002:15).

The traditional leadership concept used in this research is:

- Transactional leadership which is the same as the traditional management function of leading. Such leaders do what managers do: to clarify the role of subordinates, initiate structures and provide appropriate rewards. They conform to organizational norms and values. Their style is characterized by objectives, standards, evaluation and correction of performance, policies and procedure (Smith, 1998:295; Cooper, 2000:45). They tend to direct and control in a stable structure and when both leader and follower are satisfied by the continuing exchange process, and by a relationship that binds the leader and follower together in a mutual and continuing pursuit of higher purpose. In an environment such as South Africa where change is occurring, a purely transactional style of leadership may be counteractive.

## **2.2.4 Effectiveness and efficiency**

This research defines and distinguishes effectiveness and efficiency concepts as follows:

- Effectiveness refers to undertaking the right activities by doing right things, and striving to reach the right objectives while at the same time serving the right market in an appropriate manner, thus acting in the best interests of the community as a whole, regarding followers as great assets, encouraging them to be committed, allowing them to produce outcomes, explaining what and why things could be done in a certain way, sharing information and facilitating networks (Gewertz, 2003:7; Coetsee, 2002:33). Elmore and Richard (2000:52) in defining the habits of effective leaders, explains that they are based on principles that make maximum long-term beneficial results possible. The habits of effective leaders become the basis of a person's character, creating an empowering centre of correct direction from which a subordinate can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral growth;
- Efficiency, on the other hand, refers to doing things right, regarding followers who are the subordinates as liabilities, controlling, ruling, stating to subordinates how things should be done, complying with the status quo, being secretive about bureaucratic matters and maintaining formal hierarchical authority. It is getting subordinates to do things, which Naidoo and Searle (1999:12) and Coetsee (2002:33) call it the short-long route to solving management problems. While subordinates do what is expected of them, this kind of motivation does not survive for long and thus needs continuous resuscitation, a time-consuming and strenuous effort for both the leader and followers. The tendency for efficiency is concentration on volume of work and speed of delivery at the expense of quality. Due to its

task orientation, efficiency is short-termed. It focuses on the present and maintenance of the status quo, with little consideration for the future. The manager tends to control people to work harder as he focuses on outputs. Efficiency, therefore, refers to productivity or the relationship between outputs and inputs (Gewertz, 2003:18; Gerwin, 2001:33). However, efficiency alone cannot ensure the success of the school organization. This research views effectiveness as the necessary path aspirant principals as interns have to follow to create vibrant schools which echo success among learners, staff and parents.

#### **2.2.5 Self-Efficacy**

Lee (1999:81) defines self-efficacy as personal judgments of the principal's capability to organize, implement and execute actions necessary to attain designated performances. It is not based on knowing what to do, but on whether the principal feels capable of doing what s/he knows. It consists of a system of symbolized beliefs about the principal's capability to attain a goal or perform specific actions. The principal may therefore know what actions will lead to positive results, but due to doubts about his/ her ability to produce actions, may fail to implement them (Geiser & Berman, 2000:37; Lopez & Connell, 2000:54). Thus s/he has to believe that his/ her behaviour, despite difficulties can generate desired outcomes if s/he persists. S/he infers efficacy knowledge by evaluating and interpreting his/her own performances, the performances of similar others, who are the staff, officials, learners and the community s/he works with, feedback of significant others and physiological reactions. Repeated successes raise the level of self-efficacy while repeated failures lower self-efficacy (Smith & Sahagun, 2000:49).

Self-efficacy is an important variable in motivation as it assists the principal to acquire and effectively apply skills, attitude, knowledge, value and experience and not merely complete tasks. These are all so-called "can do" aspects that play

a very important role in whether the aspirant principal will be effective in leading. The “can do” aspects interact with both the “want to do” factors such as locus of control and goals, and the “psychological factors” or “individual characteristics” such as self concept (an aspirant principal's perception of himself as a physical, social, moral and spiritual being), self efficacy (an aspirant principal's perceptions about his abilities to complete a task effectively), self-esteem (an aspirant principal's positive or negative view of himself) and fear of failure.

Speck (1999:125) sees self-efficacy as the school principal's perceptions about her/his abilities to complete a specific task successfully. Such perceptions have an important influence on whether or not this task will be successfully completed. Warren (2000:5) notes that it is the principal's subjective evaluation of how efficacious he is to perform a certain learning task, and is influenced by goal-orientation and attributions. Thus efficacy comes from within a person, the principal in this case, and is therefore intrinsic rather than extrinsic. Westheimer (1999:5) and Kreitner and Kinicki (2001:629) maintain that a performance-oriented principal, who attributes results mostly to extrinsic variables, evaluates his/ her self-efficacy according to external criteria, such as the achievement of others, or external evaluation. A principal with a learning orientation usually attributes results to intrinsic variables and evaluates his/her self-efficacy by judging his/her performance in the context of his/her competencies (Charles 1999:156; Ingersol, 1999:28). The stability and control dimensions of attributions affect self-efficacy most. Thus there is a relationship between attributions, attributional style, goal expectancy and self- efficacy.

Internship motivates school principals to positively evaluate themselves in doing and completing their management and leadership tasks. They are always confident on what actions to take even during crises since they have been provided the skills and have practical knowledge of change management and leadership in cases of changes from the norm which they acquire during the internship.

### **2.3 The need for internship in the development for aspirant principals**

Education management and leadership training in South Africa has failed to keep up with the transformation demands of changing school settings (Traub, 2000:57). Preparation programmes in almost all universities are still inundating aspirant principals with theory without any opportunities for aspirant principals to apply educational theory to real practical social and professional challenges. Most university programmes that prepare aspirant principals are almost entirely classroom-based, include no instructional collaboration between university faculty and practicing principals, and emphasize management over leadership (Weiss, 2000:9). The result is that the majority of education management graduates from these universities fail to become efficient and effective principals because they let technical and operational skills (the ability to use the knowledge or techniques of a specific discipline to attain objectives) take precedence over interpersonal skills (the ability to work with and motivate people) and conceptual skills (the mental ability to view the operation of the school and its parts holistically) (Burnam, 2001:62; Adams, 1999:11).

The skills that aspirant principals need in order to perform the function of general leadership as effectively as possible differ from those required by, for example, heads of departments (Cooper, 2000:69). According to Smit and Cronje (2001: 45) principals spend about 60% of their time leading and working with people (communicating with them, understanding their behaviour, motivating employees and building teams) and thinking and planning conceptually, which, demands strategic thinking. A strategic approach to leadership involves forethought and planning, awareness of how actions within a social system are related and affect one another, and purposeful co-ordination of resources. The strategic leadership skills are crucial if aspirant principals are to succeed in their tactical and strategic leadership (Cutforth & Puckett, 1999:170). While the aspirant principal has to engage in strategic plans, as a supervisor in a not-so-big organization as the school, s/he has to be highly involved with the tactical side of management and

leadership. Thus a number of people can report directly to her/him, for example chairpersons of the various committees. Lastly, he directly works at operational level as he even teaches some classes, manages and leads learners in extra-curricular activities, for example as a music conductor or coach for the school's debating team (Groves, 2000:13; Mc Vicar, 2000:2).

For the above reasons, it can be argued that internship can help aspirant principals practically develop both tactical and strategic skills, providing them with opportunities to learn about strategic principalship while improving their interpersonal relationships with the people, that is, learners; educators and parents who are their prospective clients. Such an internship can include school-based learning strategic plans outlining what the aspirant principals will learn or gain from the internship experience. This strategic plan:

- provides a structured format to help each intern principal understand what work skills and competencies are most important for schools;
- enables the intern principal to focus in a way that promotes school related success;
- provides a clear guide to assist intern principals by providing more structured opportunities for success;
- allows aspirant principals and employers, who are the department of education, to work more closely on curriculum changes that will benefit learners, employers, and schools (Casey & Clem, 2001:28; Ashford, 2000:5; Gray: 1999:24).

Internship allows aspirant principals to gain academic credits in their majors while working side-by-side with serving school principals in actual school organizations (Blase & Blase, 1999:35). The practical experience the interns gain in internship is beneficial to enhance their understanding of theories learned in an academic environment by applying them to actual problems in a real school context (Kann, 2000:53). They gain practical knowledge of the world of work through first-hand experience, something that is very hard to duplicate in school. The interns get

support as they form their professional and career identities while mentors in turn sharpen their analytical skills as they examine specific curricular and professional issues with their new colleagues (Mc Evoy & Welker, 2000:13; Moroane, 2000: 23). At the same time, internship benefit the school that employs the intern since it gains a highly motivated and knowledgeable temporary employee.

Internship for aspirant principals has the potential of reducing attrition of principals during the critical first years of their professional careers, foster their continuous growth as educators and leader-managers and provide support and confidence throughout their professional lives, thus developing a strong foundation for life-long practice (Cable News Network, 2000:2; Nevarez-La Torre & Sanford-De Shields 1999:87; California Department of Finance, 1998:55). Closely related to the concept of internship are mentoring, which has been defined above, and job-shadowing. Job shadowing provides the aspirant principal the opportunity to spend a short time with an experienced principal, in order to observe her/his leadership and management activities in close proximity (Hertling, 2001:18).

Internship can unlock the aspirant principal's levels of being able to cope. The aspirant principal succeeds in simply meeting the minimum expectations or set principalship standards in order to survive. The aspirant principal has insight into the facts and truths of her/his own ideals and understands exactly what he/she wants to achieve. The aspirant principal is convinced that he/she will achieve his/her ideals. The aspirant principal focuses on the achievement of goals to such an extent that a great deal of previously unused potential is soon used to realize the goals (Kreitner & Kinicki, 2001:631; Sahagun, 2000:20).

Internship contributes to the improvement of the aspirant principal's self-concept (self-esteem and self-efficacy), reinforce the drive to be successful and is a tool and a strategy in breaking through potential ceilings (Paratore, 1999:163; North Carolina Principal Fellows Program, 1998:5).

Internship enables aspiring principals to learn hands-on the following range of leadership and management skills:

- defining the aims and objectives of the schools;
- developing, implementing, monitoring and reviewing policies for all aspects of the school, including the curriculum, assessment, classroom organization and management, teaching approaches and learner support;
- planning and managing resource provision;
- assessing and reviewing standards of learners' achievements and the quality of teaching and learning;
- selecting and managing staff, and appraising their performance; and
- liaising with parents, the local community and other organizations and institutions (Richard, 2000:5; Adams,1999:10).

Internship enables the aspirant principal to give a clear sense of direction and purpose in order to achieve the school's vision and mission and inspire staff and learners alike, anticipating problems, making judgements and decisions, adapting to changing circumstances and new ideas, solving problems, negotiating, delegating, consulting and co-ordinating the efforts of others, following through and pursuing policies to implement, monitor and review their efficiency and effectiveness in practice, understanding and keeping up to date with current educational and management issues, and identifying their relevance to the school and communicating effectively with staff at all levels, learners, parents, governing bodies and the wider community (Nowlan, 2000:10; Moroane, 2000:25).

## **2.4 The role of internship in developing aspirant principals' instructional and formative leadership skills**

Internship helps develop the following skills required of principals in a transforming and changing school setting:

### **2.4.1 Instructional leadership**

Principals are obliged to be instructional leaders yet many have difficulty giving it the priority it deserves (Singh, Vaught & Mitchell, 1998:506). They spend most of their time dealing with managerial issues, yet leadership involves more than managerial competencies. Cuza (2000:15) suggests that the role of the instructional leader be expanded to incorporate a shift away from management, which refers to working in the system of administrative tasks toward leadership, which is working on the system. This means that principals should do away with routine trivial administrative tasks and concentrate on improvements in teaching and learning for success of the learners.

Instructional leadership focuses more on the learning opportunities provided in an organizational setting (Dean & Persall, 2003:4). An instructional leader must have a structure in which to delegate functional and operational decisions to the location closest to task performance. The structures include a variety of committees, for example members of the school management team - heads of departments and deputy principals, administrators, class teachers, a representative council of learners and all the stakeholders in the organization. Schools are usually organized in a flat pyramid structure with very few layers between the principal, committees, departments, staff and community (Gallien-Myrick, 2000:89). While all these structures are functional, the principal makes final decisions on a number of issues, for example discipline, stationery and cleaning material purchases, and use of buildings for non-school functions. In summary, a model for instructional leadership provides five tasks for the school

principal as postulated by Doyle and Rice (2002:65): to be motivated toward improving learning outcomes and learning excellence; to have clarity of focus in one's role, responsibility and accountability and to challenge the process, inspire shared vision, enable others to act, model the way and encourage the heart; reinvent relationships and establish leadership over the school's purpose; think strategically and implement strategies that go beyond the day-to-day routine of existing procedures; and support innovation, change, and growth toward learning.

The school principal has the role of leading, generally, even before the role of instructional leadership. As a leader, s/he is responsible for training, activating and motivating all the people who work with him so that the objectives of the school and the various committees and departments in the school can be achieved. The example s/he sets will to an important degree determine what value system will exist within the school. Thus her/his ethical conduct, her/his diligence, and the credit s/he gives for initiative co-workers who show enthusiasm will to an important extent positively influence subordinates (Department of Education, 2000:18; Reyes, 1999:21; Jimenez & Gersten, 1999:270).

As an instructional leader, the principal is primarily the leader of the instructional situation as a whole on the meso-level and micro-level. To elaborate on the levels, the government is involved in education on the macro-level by virtue of legislation, ordinances and regulations through the minister of education, the member of the executive council (MEC) and the head of department. On the meso-level and micro-level, the government is represented by educational leaders, namely the district senior manager and all the units under him at the district office which are to mentor and support schools in the district, the school principal as head, appointed to act on behalf of, or represent the provincial head of department. The principal is responsible to the above-mentioned leaders as well as the instructional leaders in the school, the school management team which comprises the deputy principal(s), heads of departments; and learning

area heads, learning area educators at the bottom rung of the instructional ladder (Department of Education, 2000:15). Thus the school principal is able to influence staff and learner behaviour in the context of school management. The underlying principle is that acceptable behaviour can be strengthened, whilst deviant behaviour can be eliminated (Myers, Park & Hacegaba, 2000:132).

The principal co-ordinates the total instructional situation and is responsible for academic-didactic leadership and innovation in the school. S/he acts as the central link between the department of education, school management at school, educators, learners and the community. In a special sense he is the person who determines the norms in the educational and instructional task of the school: the leader of the school regarding various facets, activities and functions (Nowlan, 2000:11). Despite the fact that radical differences exist between the individuals involved, it remains his general task to unite learners, educators and parents in a close educational community. He must perform his task to the satisfaction of the various groups involved, which gauges his conduct according to differing, even conflicting criteria (Scheurich, 1998:132; Johnson & Thompson, 1998:201).

Therefore, the school principal remains the teaching educational leader and also the instructional leader, a key post that stands out in respect of all other educational leadership positions. At the same time s/he is both the pedagogic and andragogic leader who must advise and support the school governing body initiate policy, define and develop objectives and help staff put policy into practice (Brent, 1998:15). In conjunction with the above, s/he must establish binding, value- inspiring social structures, which will serve as an incentive to achieve the school's aims and objectives (Richard, 2000:3). These emanate from the culture that a person creates and in turn (the culture) shapes them. Thus the principal nudges specific behaviour process among the people s/he leads through their actions, conversations, decisions, and public pronouncements (Kann, 2000:5; Scribner, 1999:85).

S/he initiates the whole spirit that pervades the school. S/he is the most accountable and influential individual in any school. S/he is the person responsible for all activities in and around the school building. It is her/his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of educators, and the degree of concern for what learners may or may not become (Department of Education, 2000:15; Sykes & Gary, 2000:7). S/he is the main link between the school and the community, and the way s/he performs in that capacity determines the attitudes of learners and parents about the school.

#### **2.4.2 Formative leadership.**

Proponents of the theory of formative leadership consider that schools must be knowledge-based, value-added organizations (United States Department of Education, 1998:7). Such an environment requires schools to be true learning organizations where students are engaged in challenging and interesting academic work and where educators and administrators are collaboratively involved in learning about the most effective instructional strategies and technologies. In this world of knowledge-based schools, leaders will do their work by enhancing the quality of thinking of those within the organization rather than by issuing edicts or directives. In order to do that they will have to create learning opportunities which enable the departmental committees and staff to become leaders capable of anticipating and leading productive change (Kaplan, 1999:187; Cornelissen, 1999:38).

Creating an organizational culture and infrastructure that supports leadership possibilities for everyone - a leader-full organisation - requires an altogether different and new set of leadership skills. The traditional leadership mindset, still prevalent in many schools, centres on control and top-down direction. "Doing things right" is often more highly valued than "doing the right thing." Maintaining

the status quo, however, even when performed efficiently, is of little benefit when faced with the ambiguity, uncertainty, and change faced by today's schools (Dean & Persall, 2003:1; Kelley & Peterson, 2000:65).

This approach to leadership can meet the constantly changing needs of its customers. Such school principals who are formative leaders plan and implement collaboratively with the staff, use data extensively and provide leadership opportunities for others. It encourages change and supports organisational learning. Proponents of this theory regard the old-style approach to leadership as drastically impeding school improvement and creating an apprehensive and static environment in which educators are isolated, without opportunities to collaboratively solve problems, share knowledge or learn together (Budhal, 2001:42).

Instructional and formative leaders are able to lead effectively. Both formative and instructional leadership are transformational and progressive.

Bottery (2001:199) states that transformational leadership is currently the most favoured form of leading generally. This concept is independent, separate, and ultimately qualitatively more valuable than its more mundane counterpart, transactional leadership. However, Weiss (2000:37) subsequently suggested that both transformational and transactional leadership are needed for effective leadership to take place, and that they exist along a continuum. Smith (2000: 296) argues that transformational leaders are distinguished by their special ability to bring about innovation and change through their capacity to motivate people to do more than what is normally expected of them, to transcend their expected performance (Coetsee, 2002:23). They take an organization through major strategic change. They make successful changes in the organization's mission, structure and human resource management. They enable and empower ordinary people to achieve extraordinary things to the benefit of themselves and the organization. Each participant in this change process becomes a leader in

her/his own right, thereby generating momentum (Israel, 2003:7; Smylie & Kahne, 1997:109). Such leadership is most appropriate in dynamic situations such as the current set up in South African schools with a need to include and empower all South African principals managerially.

## **2.5 Leading as a management function of the instructional and formative leader**

The traditional view of leaders considers them as unique beings, equipped at birth with certain leadership characteristics. However, the modern view unlocks the leadership potential in principals as, stimulating, developing, nurturing and using this potential (Griffith, 1999:12; Reis, 1999:42). It renders the distinction between management and leadership, as highlighted in the traditional view, obsolete. According to the modern view, managers cannot be successful any longer without being good leaders, and leaders are far less effective if they cannot manage (Leithwood & Jantzi, 1999:35). The skills for being effective in leading are also required for being an effective manager. Thus leading and managing have become indistinguishable (Coetsee, 2002:7).

This research refers to leading as having characteristics such as self-knowledge, insight and understanding of the world in which this role must be performed, serving by unlocking peoples' potential and make team members successful, by being service-oriented, an effective antidote for corruption, to create a motivating environment which stimulates ownership behaviour and commitment, leading to greater effort, increased performance and satisfaction (Riley, 2000:78; McCarthey, 1999:54; Bryk, 1999:5).

According to Hopkins (2000:109), a fundamental component of leading is the ability of the principal to understand current reality or the truth about obstacles that hinder growth in the school situation. When that happens, principals get a realistic picture of the task before them, and a baseline against which to measure

progress. Leading enables and empowers ordinary principals to achieve extraordinary things to the benefit of themselves and the schools they are leading (Dembo & Eaton, 2000:480; Day, 2000:28; Warren, 2000:56).

Freeman (1999:13) asserts that the leading functions of the school principal include:

- managing and leading relationships by acting as a representative for the school and dealing with stakeholders;
- using and sharing information effectively, for example with education officials, parents and community members. Such information is in the form of Acts, policy documents, circulars and media;
- making decisions to solve problems and decide how to use resources effectively;
- promoting effective team work within the school, and with other schools and different organizations relevant to the school;
- assisting and advising in planning and decision-making on school financial matters and managing the finances;
- assisting and advising in setting up participatory structures and policies by leading in setting up procedures which make sure that the school's structures work properly;
- performing professional functions, for example, organizing activities that support teaching and learning, and administering teaching and learning;
- managing and leading human and physical resources to enable all to carry out their plans to reach their goals;
- setting up efficient systems for collecting, storing and retrieving information and record keeping; and
- conducting staff appraisal by monitoring and evaluating the effectiveness of plans made and tasks performed (Gandara and Chavez, 2000:37; Lee, 1999:53).

To lead a school effectively, principals need to be both managers and leaders. Merely executing the tasks of planning, organizing and controlling does not transform a manager into a leader. Leading is the ability to convince, inspire, bind and direct followers to realize common ideals (Hamovitch, 1999:69).

School-based management calls upon principals and educators to exercise leadership in various roles in a school, namely in visionary and moral leadership fields, transformational and facilitation leadership and as developers and mentors. Kleiner (2000:64) studied more than 350 companies involved with leadership development and found that nearly all respondents acknowledged the need to develop stronger leaders.

Smith (2000:295) notes that research on leadership behaviour has opened up new lines of enquiry in an effort to construct the ultimate leadership models. They then cite transactional leadership, charismatic leadership, transformational leadership, interactive leadership and dynamic engagement as necessary. Ricciardi (2000:1) alleges that it is worth noting that there is no single 'best' way of leading people to higher levels than their usual performance. This implies that there is no algorithm for success in educational leadership, though there are a handful of 'large-minded qualities' that leaders tend to share. Pounder (1999:3) noted that formative and instructional leaders have the following qualities:

- They hold bedrock beliefs in what they are doing. This refers to some fundamental beliefs that are seen as realistic and urgently required in one's work to swim upstream for what one believed in.
- They possess a social conscience, particularly on issues of racism and poverty.
- They maintain a seriousness of purpose, holding high standards and devoting years of service to their causes.
- They exemplified situational mastery, the happy marriage of personal skills and accomplishment (Leventhal & Brooks-Gunn, 2000:13).

Not all the above characteristics should be expected from school principals in their leadership behaviour. However, characteristics like holding a bedrock belief in leading effective teaching and learning to produce competent learners would make a difference (Lockwood & Secada, 1999:107). That is why one or more of the characteristics are attributed.

Effective formative and instructional principals do the correct things correctly, focus on quality teaching, learning and educational service; have a long-term vision (that is to be goal- and value-orientated); focus on the future and the important ability to adapt to new demands; think innovatively; and empower educators to work more creatively and focus on the relationship between educational input and output (Gerwetz, 2003:10).

Effectiveness for these principals is the key to management success as it entails not only succeeding in getting subordinates to do things, but in creating and structuring the physical environment and psychological climate "in which team members want to do the right things right" (Kreitner & Kinicki, 2001:83). This is the long- short route, which empowers team members to keep on doing the right things correctly. It is called long- short because it may take time for all the team members to buy into the ideas given by the leader, but when that happens all work towards the same goals in a way that makes each task easier due to team efforts. It is the result of leading rather than managing. Effectiveness tends to orientate members towards vision and mission of the school. Thus it does not provide quick solutions, which lose their effect immediately the leader or manager is away. Effective leaders empower people to work more creatively by focusing on the future and influencing people to think in terms of innovative change. With effectiveness, the relationship between outputs and inputs is highly considered, hence Coetsee (2001:28) calls it the 20/80 % principle, which means that 20 % of effective time is spent to provide 80 % positive and desired outcomes.

Moje (1999:88) suggests, in explaining habits for effectiveness and ineffectiveness, that they can be learned and unlearned. They are not a “quick fix” but involve a process and a tremendous commitment, as they have a tremendous gravity pull, which can work for or against a person. He further suggests that leaders should be careful that they do not neglect the employee, thus jeopardize employee care at the expense of customer loyalty (Stroot & Fowlkes, 1999:50).

Internship will thus train aspirant principals to be effective as opposed to being ineffective as indicated in the table below.

**Table 2.1 Effectiveness versus ineffectiveness in leading**

<b>Effectiveness in leading</b>	<b>Ineffectiveness in leading</b>
Attitude towards work that is indicative of success	Attitude towards work that is indicative of failure
Correct placement of educators and public service staff in jobs they are competent in.	Wrong placement of educators and public service staff, due to lack of relevant personnel or choice of either the leadership or individual employees.
Correct, timely and continual use of management principles, namely planning, organizing, leading and control by all in the various levels of the school including learners.	Lack of planning, organizing, leading and control with many people at the various levels shifting responsibility and pointing fingers at others.
An inclination towards order and discipline among staff, learners and parents with clear policies and codes of	Lack of discipline and order manifested by absenteeism, late arrival, insubordination, not attending classes,

conduct manifested by setting times for arrival and departure, managing classes even when there are disruptions.	and workshops, insubordination among staff and learners
An effective leader is transformational and formative.	Ineffective leader is transactional and maintains the status quo even when actions do not produce required results.
Strong leadership through management, with vision, mission and objectives well understood and democratically designed through consultations with all affected and, effectively implemented with principal and school management team managing by walking about, giving feedback on performance.	Ineffective leadership and management either with no vision, mission and objectives. Lack of consultation and reporting systems and lack of parental interest and involvement (Casey & Clem 2001:6; Olson, 2000:590; O'Neil, Bensimon & Estela, 1999:10;)

Effective and transformational leaders have efficacy, accountability and are change agents. Their efficacy is influenced by prior experience, persuasion by other people, assessment of physical and emotional states, and behaviour models. These are factors, which contribute to their self-efficacy perceptions (Gallien-Myrick, 2000:64; Johnson & Thompson, 1998:198). When their perceptions are positive, they will lead to positive behaviour and therefore to success, while negative self-perceptions lead to negative attitudes and behaviour and consequently to failure (Groves, 2000:18). Positive behavioural patterns that efficacious leaders would have tend to be active and select the best

opportunities, manage the situation by avoiding or neutralizing obstacles, set goals and establish standards, plan, prepare, apply, try hard and persevere, solve problems creatively, learn from mistakes, visualize success and limit stress. Negative behaviour patterns in leaders tend to be passive and avoid difficult tasks, they develop weak aspirations and low commitment, they focus on personal shortcomings, make poor efforts or do not even try, they quit or become discouraged when there are setbacks and blame the setbacks on lack of ability or bad luck, they worry, experience stress, become depressive, and think of excuses for failing.

Efficacy has an important influence on whether or not the specific task will be successfully completed. Together with self-esteem, self-efficacy is an important building block of the performance ceiling (Griffith, 1999:125; Easter, 1999:205; Guaglianone, 1998:7).

## **2.6 Internship as a tool to develop sense of accountability for aspirant principals**

The demands of both democracy and efficiency require some form of accountability in the school. All role players have to be held accountable in terms of the particular responsibilities they hold in the overall school system (Riley, 2000:57; Kotler & Armstrong, 1999:76). Accountability should not be practiced as a policing system but to establish an ethos in the school where mutual accountabilities are fulfilled through a deep sense of commitment to the realization of a shared vision. Such happens when democracy is practiced in the school, where all role players are seen as important participants in the school development process and are thus all expected to account for their involvement in the process (Weiss, 2000:95; Reitzug, 1998:171). Accountability is to each other in the school but also to the community and state. The above statement is a response to questions on who should be accountable? to whom? and about

what? Responses to the questions reflect the overall ethos and management in the school.

When people feel they are genuinely part of a real process and participate meaningfully in the shaping of the school life, decisions that are made are far more likely to be followed through (Burant, 1999:142). Some committees may be good at taking decisions, yet the decisions are seldom followed through. This tends to happen when there is no accountability system in place to monitor that responsibilities are fulfilled. Taking minutes of meetings is a helpful way of monitoring as decisions taken are noted, with persons' names linked. Matters arising then pick up any outstanding issues on the agenda of next meeting (Carnevale, 1999:86). This provides a tight reporting system which allows the organization to monitor its work. Accountability tends to be a sensitive issue in schools and deserves some attention in terms of workshop and other activities. Contributions stakeholders make should be used as a basis for developing structures and procedures for appropriate accountability (Colvin, 2000:2).

- **Effective and Transformational leaders as Change Agents**

Vernez (1999:203) points out that organizational culture and leadership are interdependent. That is, if schools want to change organizational culture, a critical leverage point is to change the way principals lead at all levels of organizational life. Secondly, for change to be goal- directed and focused, schools need to articulate what new, or present and future performance criteria are required (Capasso & Daresh, 2001:18; Kronley & Robert, 2000:17). Thirdly, a multifaceted strategic approach is required where complementary systems reinforce change, for example, selection, appraisal, development, and reward competencies (Cuza, 2000:11).

Lashway (2002:71) identified four different ways of going about changing schools which are:

- fixing the parts;
- fixing the people;
- fixing the school; and
- fixing the system.

The above ways to fix have the underlying assumptions that 'fixing' one particular element is sufficient and that someone or some group can manage to 'fix' the situation for the target group, which means that they need to be outsiders (Coley, 2000:30). However, experience has repeatedly proven that solutions to problems invariably exist in the same group that is experiencing the problematic situation (Romo, 1999:35). Those who are caught up in the dissatisfactory state also have the potential ability to resolve it. They can access required information and, if motivated and given the tools required, are in the best position to make required changes. Given sufficient time, the development of readiness, adequate skill development, and the creation of safety nets that promote risk taking, members of the organization can engage in change initiatives more effectively than can well-meaning outsiders, even if outsiders are experts (Smith, 2000:49; Deal & Peterson, 1999:84). Fixing various entities may help identify where to begin a change effort. It is therefore incremental and structural, and it is unlikely to result in long-term, systematic change. It may cause change to take place but such a change will fall short of producing the advancements in teaching practices that would lead to true reform, that is, improvement (Ingersoll, 1999:28).

Darling-Hammond (1999:71) and Brent (1998:16) identified several critical elements that have to be put in place to prepare for change such as setting the direction, professional development, involvement in decision making, support and changing culture.

## **2.7 What skills do aspirant principals need to function effectively?**

### **2.7.1 Aspirant principals need to be strategic**

Cartledge (1998:6) and Young (2002:9) assert that strategic issues are usually very broad in nature, addressing such questions as how the outcomes should be, location of facilities, how much capacity is needed and when should more capacity be needed.

The time frame for strategic decisions is typically very long, usually several years. Rodriguez-Brown (1999:13); Stein (1999:242) and Reitzug and Patterson (1998:165) refer to strategic management as top management, which comprises a relatively small group of managers who control the organization and with whom the final authority and responsibility for executing the management rests. In a school, this small group is the school management team, with principal at the head and the school governing body, with the chairman thereof as the head of governance (Daresh, 2001:5; Gutierrez, 1999:54; Kirby, 1999:87). Strategic or top management is responsible for the organization as a whole, as well as for determining its mission, goals and overall strategies. It is concerned mainly with long-term planning, designing the organisation's broad organizational structure, leading the organization and controlling it (Cooper, 2000:5; Pounder, 1999:35). However, strategies do not attempt to outline exactly how an organization is to accomplish its goals. Tactical and operational management plans are more specific and should guide the actions of managers at the middle or lower levels of management (Smith, 2000:120; Dembo, Myron & Eaton, 2000:480).

### **2.7.2 Aspirant principals need to be tactical**

Tactical level planning and decision-making primarily address how to efficiently schedule material and labour within the constraints of previously made strategic decisions (Cusick, 2003:44; Groves, 2000:46; Rhodes, 1999:50), for example,

how many people are needed? Is there a need for overtime? while operational decisions are narrow and short term by comparison. Legters (1999:13) and Beck (1999:111) posit that middle management is responsible for specific departments of the organization and is primarily concerned with implementing the policies, plans and strategies formulated by the top management. It normally includes the functional heads and is concerned with the near future and is therefore responsible for medium-term and short-term planning, organizing functional areas, leading by means of the departmental heads (Leithwood & Jantzi, 1999:95; Rhodes, 1999:50). Middle managers continually monitor environmental influences that may affect their own departments.

Most school principals were not taught how to inspire and empower others, work collaboratively, listen and communicate effectively, or transform the school into a learning community, and existing professional development for leaders tends to be either too academic and abstract or too focused on managerial tasks (Leovy, 2000:86; Corbett, 1998:261).

Programmes which school principals go through emphasize discipline, finance, legal issues, and management but ignore facilitative leadership and exploring better ways to use leadership to raise learner performance. Consequently, a growing number of researchers are rejecting the traditional university-based administrative certification and continuing education programmes because of their being too theoretical. They are calling for practical job-oriented training based on solving real school problems (Malone, 2001:8 Miller & Stayton, 1999:293; Groth, 1998:219).

## **2.8 Conclusion**

This chapter discussed internship as an effective tool to develop formative and instructional leadership of aspirant principals. In the next chapter the research design will be provided.

## **Chapter 3**

### **Method of Research**

#### **3.1 Introduction**

This chapter includes the research methodology employed during this study, as well as the design of the study, nature of the database, the subject selection, data collection and the method of analysis.

#### **3.2 Design of the study**

The qualitative research methodology was used in this study. Miles and Huberman (1994:10) note that one of the major features of qualitative data analysis is that it focuses on naturally occurring, ordinary events in natural settings so that researchers are able to develop robust conceptualizations of what “real life” is like. They further note the richness and holism of such data, which provides strong potential for revealing complexity, since such data provide “thick descriptions” that are vivid, nested in real context, and have a ring of truth that has a strong impact on the reader.

The design of this research is descriptive. Interviews as an approach to qualitative research are descriptive as they reveal the nature of certain situations, settings, processes, relationships, systems, or people. In this situation semi-structured interview questions were used to elicit data from the serving principals on the need for internship in the development of leadership skills for aspirant principals. Serving principals were used in order to investigate their perceptions on the effectiveness of the leadership training they underwent at either universities or Colleges of Education.

### **3.3 The database of interview questions**

This study focused on the need for internship in the development of aspirant school principals. This database presently consists of twenty-eight volumes of transcripts of interviews with serving school principals whose principalship careers span the period from 1974 to 2003. All interviews were conducted with a sample of 28 serving school principals from the Vaal Triangle in the Gauteng province. The aims of the interviews with a sample of serving school principals were to:

- investigate how the serving school principals perceive the training they received at universities and Colleges of Education to develop them for formative and instructional school leadership;
- investigate the influence of internship in the development of aspirant school principals;
- investigate if there is a need for a prescribed internship in the development of aspirant school principals in South Africa; and
- make recommendations for the universities and the South African government to prescribe internship in their development of aspirant school principals.

The interviews were conducted personally by the researcher and were audio taped. These audio taped interviews vary in length from fifteen to thirty minutes. Transcript lengths vary between 5 and 10 pages.

### **3.4 Research methods and choice of interview instrument**

Although several interview schedule instruments have been devised to obtain reports on the need for internship in the development of school principals, there have been as far as it could be ascertained, only instruments designed overseas

to determine such a need. As a result of a peculiar situation in the public and independent schools in South Africa, not a single one of these instruments was suitable and appropriate for use in the investigation in question. The researcher then decided to self-develop a distinctive interview schedule, which could be used to measure the need for internship in the development of school principals in the context of South Africa.

Personal visits to primary and secondary schools in the townships, in towns and in farms were made, during which the serving principals were interviewed. Prior to the interviews the participating serving principals were provided an interview protocol, with a list of twelve questions related to principalship. In a directed interview, the interviewer is able to change the order, add additional questions, omit some questions, or change the terminology, if necessary, during the interview (Muhr, 2000:12). Although the interviews were based on this protocol, modifications to the questions were made to suit the interests of the person being interviewed as well as those of the interviewer (Kvale, 1996:88). Twenty-eight school principals were interviewed.

All of the interviews were fully transcribed. The database is stored on cassette tape and a set of 28 volumes of hard copy formats.

Having perused the database, it became evident that there were significant amounts of information, which would contribute to this study.

### **3.5 Description of population and sample**

All school principals serving in the Gauteng Department of Education were considered as the study target population. The Gauteng Department of Education has 2411 primary and secondary schools (Department of Education, 2003:1). It would take years on end and would have been financially unviable to personally visit and interview all of these principals. After consultation with the

study supervisor, the researcher decided to limit the study population to twenty-eight ( $n=28$ ) school principals who were randomly selected from 17 primary and 11 secondary schools in the Sedibeng East, Sedibeng West and Johannesburg South Districts of the Gauteng province. Of these principals, 15 were from township schools, 7 from farm schools and 6 from the town schools.

### **3.6 Method of random sampling**

Samples like cluster and random sampling were considered for use in this investigation. After careful consideration of the advantages and disadvantages of each of these methods, random sampling was decided on. In random sampling, each member of the population has an equal and known chance of being selected. It is the purest form of probability sampling (Kvale, 1996:74). The respondents were from the random sample which consisted of school principals from public and independent schools in Sedibeng East, Sedibeng South and Johannesburg South districts, previously known as the Vaal Triangle.

### **3.7 Random sample size**

A total of twenty-eight ( $n=28$ ) school principals from public and independent schools participated in the survey. This sample ranged from farm to township areas and also included participants from both primary and secondary schools.

### **3.8 Design of the interview research**

Kvale (1996:88) identifies thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting as stages of interview research. The interviews of this study were conducted as follows:

### **3.8.1 Thematizing**

The aim of this study was to highlight the need of internship in the development of aspirant school principals. The information that serving school principals shared will help to provide an understanding of how these principals perceive the effectiveness of the leadership training they underwent at both universities and Colleges of Education.

### **3.8.2 Designing**

The interview questions were first piloted on two school principals to check whether the language used in constructing the questionnaire was clear and had no ambiguities. The results of the pilot study revealed the necessity for only slight modifications for the final draft. Approval from the relevant district offices of the Gauteng Department of Education was obtained to have interviews with twenty-eight school principals. Interviews were conducted with the permission of school principals after appointments had been made prior. Personal briefings and guidelines were made to ensure as far as possible standardised administration of the interview schedule and to secure respondents' guarantee of confidentiality. Structured questions were asked from which responses were sought from interviewees. The number of responses and duration of each question was left to the discretion of the interviewees.

Cassette tape was used to gather data on the need for internship in the development of school principals. The interviewer took between fifteen and thirty minutes with each respondent. Some interviewees had the tendency to deviate from the questions asked which forced the interviewer to rephrase the questions. Some came with one answer to each question while others provided more ideas on each question asked, some including responses to questions which were to be asked later. Drafts were written based on the concepts of the research topic which emanated from literature study. The questions were sub-divided into

demographic data which elicited responses on whether the schools are primary or secondary; are geographically located in a township, town or farm; and whether they are public or independent; information on the need for internship programmes for school principals, which included tenure, intrinsic interest in principalship, deputy principalship prior to the current post, preparation they had to be leaders of instruction, finance and budget, selection for the post, attractions and deterrents to the post as well as ways to attract educators to the position (cf. Appendix 2). The items used to construct the preliminary interview questions were based on items identified in the literature study. These items were used to construct the first draft. Items, which were ambiguous and overlapped, were eliminated.

### **3.8.3 Interviewing**

A structured set of questions was designed for use during personal interviews. With the permission of those being interviewed, the interviews were taped. All of the interviews were based on the pre-developed questions; however, the interviewer probed the responses and asked for clarification when needed. The researcher met and applied the following criteria for interviewers as prescribed by Kvale (1996:138):

- Knowledgeable: The interviewer has an extensive knowledge of the interview theme.
- Structuring: The researcher introduces a purpose for the interview, outlines the procedure in passing, and rounds off the interview by, for example, briefly telling what was learned in the course of the conversation.
- Clear: The interviewer poses clear, simple, easy, and short questions; speaks distinctly and understandably. S/he does not use academic language or professional jargon.

- **Gentle:** The interviewer allows the subjects to finish what they are saying and lets them proceed at their own rate of thinking and speaking.
- **Sensitive:** The interviewer listens actively to the content of what is said, and hears the many nuances of meaning in an answer.
- **Open:** Interviewer hears which aspects of the interview topic are important for the interviewee.
- **Steering:** Interviewer knows what he or she wants to find out: is familiar with the purpose of the interview.
- **Critical:** Interviewer does not take everything that is said at face value, but questions critically to test the reliability and validity of what the interviewees tell.
- **Remembering:** Interviewer retains what a subject has said during the interview, can recall earlier statements and ask to have them elaborated.
- **Interpreting:** Interviewer manages throughout the interview to clarify and extend the meanings of the interview statements.

#### **3.8.4 Transcribing**

The interview transcription began the interpretative process. The oral interviews were transcribed into written text. All transcriptions were completed by the same transcriber to ensure that the same procedures were used for all interviews. The transcripts were prepared verbatim and with no editing.

#### **3.8.5 Analyzing**

Data from the interviews were stored on cassette tapes and hard copy. The researcher followed Miles and Huberman's (1994:80) suggested approach by looking at the text, "trying out coding categories on it, then moving on to identify themes and trends, and then to testing hunches and findings, aiming first to

delineate the 'deep structure' and then to integrate the data into an exploratory framework." Data are displayed in narrative form in Chapter 4. Demographic data are also provided in Chapter 4.

### **3.8.6 Verifying**

The issue of validity was addressed by crafting the interview questions to answer the research questions. Patton (1982:329) states that there are basically two kinds of triangulations that contribute to verification and validation of qualitative analysis: checking out the consistency of findings generated by different data collection methods, and checking out the consistency of different data sources within the same method.

### **3.8.7 Reporting**

The findings of the study are communicated in a narrative form.

## **3.9 The construction of the interview schedule**

The interview schedule was self-developed by the researcher. The first draft questionnaire comprised of thirty items developed from the literature study. After consultation with the study supervisor, it was necessary to reduce these items to eleven because of some which overlapped and were ambiguous. It was, also, necessary to include items on the demographic particulars of the respondents, such as the type of school and where it is situated. Such information would help the investigation to ascertain:

- whether principals from bigger schools have different perceptions of the effectiveness of leadership training they underwent at universities and Colleges of Education from those of principals from smaller schools; and
- whether the location of the school would dictate a different leadership approach.

From the literature survey, it was found that aspirant principals would benefit from training which is based on management and leadership skills that would develop their self-efficacy, self concept and self-esteem by providing them with formative, transformative and instructional leadership skills. These would enable them to enhance their understanding of theories learned in an academic environment by applying them to actual and real problems in a school context. To meet the objectives of this study, the researcher used findings from the literature to develop items which would help this study provide answers on the need for internship in the development of leadership skills of aspirant school principals, based on:

- **Tenure.**

It was necessary to get information on experience the principals had in their current job at the present school and/or any other school to determine the necessity of internship programmes as part of their training as aspirant principals or when they started as principals. This would enable the researcher to determine whether the interviewees would have benefited from the internship rather than learn through trial and error.

- **Intrinsic interest in principalship.**

It was necessary to get information on intrinsic motivation of principals who participated in the study.

- **Whether they had been deputy principals before the current positions.**

It was necessary to investigate whether the principals who participated in the study had been deputy principals prior to their current positions and whether such experience had had any effect on them.

- **Preparation they had to be leaders of instruction.**

It was necessary to get this information to ascertain their readiness to lead instruction at their respective schools as determined by qualifications, experience, or potential.

- **Preparation they had to be leaders of finance and budget.**

It was necessary to get this information to ascertain their readiness to lead financial management and administration at their respective schools as determined by qualifications, experience, or potential.

- **How they were selected.**

It was necessary to investigate the way the participating principals were selected in order to ascertain the effect thereof on their preparedness to manage and lead in schools.

- **What makes principalship attractive.**

It was necessary to investigate the way the participating principals viewed attractions to the job in order to ascertain the effect and make recommendations?

- **What makes principalship unattractive?**

It was necessary to investigate the way the participating principals viewed matters that made their job unattractive in order to ascertain the effect and make recommendations.

- **Whether there was a need to improve training of principals with respect to everyday handling of discipline; dealing with parent groups; being leader of instruction and budgeting.**

It was necessary to investigate the need for training on the above-mentioned factors in order to make recommendations.

- **How employees would be attracted to principalship positions.**

It was necessary to investigate attractions to the post of principalship from the participating principals in order to ascertain the effect and make recommendations.

- **Aspects interviewees would like to talk about after discussions based on the above questions.**

It was necessary to investigate the views participating principals had on the needs for internship and other related matters in order to ascertain the effect and make recommendations.

### **3.10 Analysis**

The researcher recorded the responses from a tape recorder to a table on a sheet of paper (Appendix 2) when school principals responded orally. The responses were analysed in terms of correctness and totals and percentages were calculated.

### **3.11 Conclusion**

**This chapter described the research methodology employed during this study, as well as the design of the study, nature of the database, the subject selection, data collection and the method of analysis.**

**The next chapter provides the analysis and interpretation of data collected during empirical research.**

## **Chapter 4**

### **Results of the research**

#### **4.1 Introduction**

This study was undertaken to investigate how the serving school principals perceive the training they received at universities and Colleges of Education to develop them for formative and instructional school leadership; investigate the influence of internship in the development of aspirant school principals; investigate if there is a need for a prescribed internship in the development of aspirant school principals in South Africa; and make recommendations for the universities and the South African government to introduce internship in the development of aspirant school principals.

This chapter contains an analysis of the data from the interviews conducted with the serving school principals.

#### **4.2 Results of the research**

The responses from the 28 serving school principals who formed the random sample of this research were analyzed and interpreted in a narrative form below:

##### **4.2.1 Demographic particulars of the respondents**

The demographic particulars of the serving school principals who participated in this study are provided below:

##### **4.2.1.1 Types of schools that participated in this study**

61% of the serving principals who participated in the study were from the primary schools, while 39% were from the secondary schools.

The above revelation shows that the majority of the schools in the Gauteng province are primary schools.

#### **4.2.1.2 Geographical location of schools that participated in this study**

54% of principals who participated in this study were from the township schools in the Gauteng province, 25% were from the farm schools and 21% were from the town schools.

These results indicate that most of the schools in the Gauteng Province are located in the townships, rather than on the farms and in urban areas.

#### **4.2.1.3 Public, state-owned schools and independent, private schools**

96% of principals who participated in this study were in public (state-owned) schools while 4% belong to independent (privately owned) schools.

This indicates that most schools in the Gauteng province are public (state-owned) schools.

#### **4.2.1.4 Number of deputy principals per school**

36% of the principals reported that they had two deputy principals, another 36% reported that they had no deputy principal while 28% had one deputy principal.

The majority of principals in this study have either two deputy principals or no deputy principal. The number of deputy principals in schools is determined by the number of learners. Schools that have two deputy principals have learner

numbers that are 850<sup>+</sup>. This indicates that the majority of schools that participated in this study have more or less 850 learners.

#### **4.2.2 Information on the need for internship programmes for school principals**

The following information was gathered from the serving school principals in order to investigate their perceptions on the effectiveness of the leadership training they underwent at the universities and colleges of education and to find out if there was a need for internship in the development of aspirant principals.

##### **4.2.2.1 Tenure of principals that participated in this study**

43% of the principals reported that they had principalship tenure of five to ten years, followed by 25% who had been principals for a period of less than a year to five years, 21% had been principals for over sixteen years and 11% were principals for a period of between eleven years and fifteen years.

The majority of principals have experience of more than five years in principalship which is quite an extensive experience in running a school. It remains to be seen how these extensively experienced principals perceive their effectiveness as principals.

##### **4.2.2.2 Information on how principals were selected**

4% of the principals wrote a prescribed examination from the Department of Education while 96% were orally interviewed for their principalship positions

This reveals that interviews are the only selection tool the Gauteng Department of Education uses in appointing school principals.

#### **4.2.2.3 Information on the venue of interviews**

75% of principals were interviewed at a local site, which is the school where they were to be appointed, and 25% were interviewed at a central site, a venue common for all interviewees. This was either the district office or the head office.

The finding here is that most interviews in the Gauteng province are conducted at local sites which are schools.

#### **4.2.2.4 Information on what interested principals in principalship**

27% of the principals were interested in the variety of challenges the job presented, 24% wanted to make a difference and turn the schools around, 20% automatically gained interest in holding the post because they were already in managerial positions, either as deputy principals or as heads of departments, 17% liked the work done by principals and 4% had not really been interested but were encouraged or recommended to the position by senior people in the Department of Education, their colleagues or community members.

The majority of participants was intrinsically motivated to be school principals while the minority was extrinsically motivated.

#### **4.2.2.5 Information on whether principals had been deputy principals prior to principalship**

64% percent of the principals reported that they had been deputy principals before becoming principals, while 36% reported that they had never been deputy principals.

It can be deduced from the above data that the main path to principalship in the Gauteng province is through deputy principalship. It is evident from the above revelation that an internship training should include prospective deputy principals.

#### **4.2.2.6 Information on whether principals were prepared to be instructional leaders.**

24% of the principals had educational qualifications that prepared them to be instructional leaders, 38% had to interact with other principals to gain knowledge of being instructional leaders and 38% had neither preparation nor other principals to lean on.

Only those principals who had theoretical knowledge had been prepared to be instructional leaders. Principals who have been prepared to be instructional leaders will have clarity of focus in their roles, responsibility and accountability and to challenge the process, inspire shared vision, enable others to act, model the way and encourage others, reinvent relationships and establish leadership over the school's purpose. These data indicate that on-the-job training is vital for principals since not all have the necessary skills to manage and lead schools.

#### **4.2.2.7 Preparation principals had to be leaders of finance and budgeting**

19% of principals had the relevant qualifications to manage finance and budget at school level, while 32% had experience to do the task even before they were appointed as principals, which they acquired as heads of departments or deputy principals, 49% had no experience to be leaders of finance and budgeting.

Very few principals were prepared to be leaders of finance and budgeting. The majority got into principalship with no experience.

#### **4.2.2.8 Adequate preparation and confidence of school principals.**

11% of principals reported that they were confident and adequately prepared when they started, 89% of principals reported that they were not adequately prepared which led to their lack of confidence.

It is interesting to note that the majority of the principals perceive the training that prepared them for leadership to be inadequate and this leads to their lack of self-confidence.

#### **4.2.2.9 Information on the principals' leadership effectiveness**

16% of principals reported that they were effective in their leadership, 84% reported that they were not effective because they were discouraged by lack of support from district officials and some of the district officials did not understand the principals' job, some were demotivated and distressed by lack of support from staff, some felt stagnant in the present posts and needed career growth, some reported that salaries were low and not equivalent to the work they did, some complained about excessive paper work and duplication of work that waists time and their enthusiasm was dampened by the frequent, confusing and sometimes conflicting changes in departmental policies, disturbed by lack of resources, burdened by the responsibility and accountability which was beyond their control, little or no respect given to the principal by both juniors and seniors, uncooperative parents and losing learners to town schools.

The revelation here is that the majority of schools are led by ineffective leaders. Effective leaders empower people to work more creatively by focusing on the future and influencing people to think in terms of innovative change. With effectiveness, the relationship between outputs and inputs is highly considered.

#### **4.2.2.10 Need for training of principals on handling learner discipline, dealing with parents, instructional leadership, finance and budgeting**

- **Handling learner discipline**

96% of principals indicated that they needed training because they lack skills on learner discipline, to implement alternatives to corporal punishment, to guide learners to combine their rights with responsibilities and to deal with cultural changes and multiculturalism. Only 4% of the respondents showed that they have no problem in dealing with learners.

This implies that most principals need training to deal with learner discipline. Schools where principals are not able to deal with learner discipline tend to be ineffective and disruptive.

- **Dealing with parents**

89% of principals needed training in dealing with illiterate parents, assisting parents with social problems, develop parents in involvement in school matters and dealing with a variety of parents' cultures. 11% of principals indicated that they have no problem concerning dealing with parents.

It has become evident that the majority of principals would benefit from training in dealing with parents who are stakeholders and partners in education.

- **Being instructional leaders**

93% of principals needed training to be instructional leaders in order to lead effective teaching, deal with defiant or difficult staff and to be up to date with new policies and 7% indicated that they do not need training to be instructional leaders.

This response indicates awareness principals have on their needs to be trained. They seem to be aware of the fact that lack of training in instructional leadership will show their ineffectiveness.

- **Handling finances**

93% of principals reported that they needed training in financial management in order to manage finances according to the Public Finance Management Act and to develop staff members and members of school governing bodies in budgeting and finance and 7% reported that they do not need training.

This implies that the majority of principals need training to deal with finance and budgeting in their respective schools. Lack of training in managing finances will lead to mismanagement of finance and misappropriation of funds.

#### **4.2.2.11 Information on how the department of education should attract employees for principalship**

100% of principals reported that the Department of Education should train principals before appointment. This is to ensure that principals' leadership and management skills are evaluated, principals undergo training and induction for 6-12 months, beginning principals are mentored by effective principals for 6 months, principals' training includes human resource management, training includes labour and public relations, principals can plan, organize, lead and control, provision of experts who know how to train the school management teams, provision of workshops are longer than one day, supervisors for principals have been principals before, District officials and successful principals mentor new principals, promotion of employees is done without letting them skip post levels, the new principals study further, principals are put on performance contract for certain period and that the Department allow principals to manage rather than teach.

#### **4.2.2.12 Additional information provided by the respondents**

The additional information the serving principals provided was that:

- they need to have a programme and a file of tasks to go through;
- there should be an institution for training principals;
- principals should be life-long learners;
- principals must do action research on issues at school;
- the least qualification a principal should have is a Masters degree;
- there should be some leadership yardsticks for principals to operate by;
- principals should be at school and not out most of the time;
- more secondary schools for farm learners should be provided;
- research on how many principals get to retirement age must be conducted;
- labour relations officers should be independent of the Department of Education;
- there should be amicable solutions between unions and Department of Education;
- educators should specialize in extra curricular activities for easy management;
- relationships between principals and school governing bodies should be improved; and
- promotions to principalship should not be for political activities.

#### **4.3 Conclusion**

This chapter analyzed and interpreted the results of empirical research. Chapter 5 provides a research summary, conclusion and recommendations.

## **Chapter 5**

### **Conclusions, findings and recommendations**

#### **5.1 Introduction**

In this chapter a summary of findings from the literature study as well as from the empirical design are presented. Recommendations for practical implementation of these findings and for further research are also included.

#### **5.2 Summary and conclusions**

##### **5.2.1 Findings and conclusions of the literature study**

Findings from the literature study reveal that management and leadership learning is more effective when it is experiential and when it is in response to real social needs and problems (cf. paragraph 1.1); many beginner principals do not fully understand their supervisory roles and tasks, are poorly trained and neglected by their supervisors (cf. paragraph 2.2); the acquisition of effective education leadership skills through education and experience indicates that education leadership is a science, a profession and an art (cf. paragraph 2.1); creating an organizational culture and infrastructure that supports leadership possibilities for everyone, a 'leader-full' organization, requires an altogether different and new set of leadership skills (cf. paragraph 2.3.3.2); effective leaders empower people to work more creatively by focusing on the future and they influence people to think in terms of innovative change (cf. paragraph 2.4); and in an age of continual change, it is an essential function of the leadership to generate commitment and accountability by providing a vision of the change mission, and the means of achieving it, for others to follow. (cf. paragraph 2.3.3).

### **5.2.2 Findings and conclusion from the empirical investigation**

The empirical investigation revealed that: the majority of respondents had experience as principals, which ranged between six and ten years. Such respondents cannot be regarded as new principals (cf. paragraph 4.3.1); most principals in Gauteng province are selected by means of interviews (c.f. paragraph 4.3.2); most interviews in the Gauteng province are conducted at local sites (c. f. paragraph 4.3.3); the majority of principals were interested in the job of principalship when they started, being interested in various challenges the job offered, for example liaising between the school and other organisations and others being interested because other people talked them into applying for the position (cf. paragraph 4.3.4); most principals had been deputy principals before they became principals. It is evident that the main path to principalship in Gauteng province is deputy principalship (cf. paragraph 4.3.5); very few principals were prepared to be instructional leaders and very few were trained to be instructional leaders (c.f. paragraph 4.3.6 and paragraph 4.4.3); very few principals had been prepared to be leaders of finance and budgeting, the majority did not receive training on finances and budgeting at school when they started as principals (cf. paragraph 4.3.7 and 4.4.4); aspirant principals were not adequately prepared for principals' tasks awaiting them when they started and therefore were not confident (cf. paragraph 4.3.8); the majority of schools in the Gauteng province had ineffective leaders (c.f. paragraph 4.3.9); principals are not trained to handle learner discipline, assist parents with problems and develop them in involvement in school matters (cf. paragraph 4.4.1 and 4.4.2); a number of principals had not received any training to be instructional and formative leaders before they took up the positions while others had acquired instructional leadership skills as members of the school management team, either as heads of departments in their respective schools, or deputy principals (cf. paragraph 4.4.3); and prospective principals would be attracted to principalship posts if the department of education would train principals before appointment, and evaluate them on management skills thereafter (cf. paragraph 4.5).

### **5.3 Recommendations**

#### **5.3.1 Recommendations with reference to further research**

- This research focused on the need for internship in the development of school principals, and it focused on public schools in the Vaal Triangle. There is a need to investigate this topic in other areas in Gauteng and other provinces.
- Mentorship for school principals could act as a support system, maximise effectiveness and facilitate continued professional growth of principals in their first years.
- Investigate turnover of school principals and its causes in order to provide training to eradicate problems principals tend to experience, before they begin in their jobs.

#### **5.3.2. Recommendations for practical implementation**

The data analysis of the results of this research led to the following recommendations for the need for internships in the development of school principals:

- Since South Africa has never had a mandated prescribed internship for the development of school principals, it is necessary that both the Department of Education and universities make a concerted effort of introducing internships for aspirant principals. These will help them gain the necessary hands-on experience which will develop their formative and leadership skills.
- Universities, technikons and colleges should provide aspirant principals with internship programmes that will cater for the following skills: instructional leadership; finance and budgeting; handling learner discipline; and dealing with parents.

- Principals already in the field should continue with in-service training to provide them with the necessary management-leadership skills.
- The Department of Education should make provision for the evaluation and monitoring of all the programmes universities are using in developing aspirant school principals.
- The Department of Education should provide for schools of leadership in all the provinces in South Africa. These schools of leadership could be a panacea for the development of the serving principals in learning new management and leadership skills.

#### **5.4 Conclusion**

In this research it became clear that principals cannot effectively manage and lead schools if they are not taught and trained by means of internship programmes on how to inspire and empower others, work collaboratively, listen and communicate effectively, or transform schools into learning communities by means of formative, instructional and transformative leadership, and if existing professional development for leaders continues to be either too academic and abstract or too focused on managerial tasks.

This dissertation endeavoured to show that internship programmes can effectively turn schools around by enabling school principals to lead staff, learners, parents, the community and each of the stakeholders to play their different roles to increase effectiveness to ensure learner achievements.

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## **Appendix 1: The tape recorded interview**

### **Principals' survey interview questions**

#### **Demographic questions**

Principal's name \_\_\_\_\_ School \_\_\_\_\_

Telephone and / or cellphone number \_\_\_\_\_ District \_\_\_\_\_

Time contacted \_\_\_\_\_ Date \_\_\_\_\_

Is the school you are heading a primary or secondary school?

Is your school in the township, town or farm?

Is it a public, state-owned school or an independent, privately owned school?

How many deputy principals are in this school?

#### **Information on the need for internship for aspirant school principals**

For how long have you been a principal?

Were you selected into this principalship post by means of interviews which were, oral examinations or written examinations?

Did you have a local or central site interview?

What made you interested in becoming a principal?

Were you a deputy principal before you became a principal?

What preparation did you have to be a formative and instructional leader?

What preparation did you have to be a leader of finance and budgeting?

Were you adequately prepared and confident when you started as a principal?

Were you effective in your leadership when you started, and if not what made you to be ineffective?

**Need for training of principals in handling learner discipline, dealing with parents, formative and instructional leadership, finance and budgeting.**

When you started as a school principal, do you think you needed training in the following:

- Handling learner discipline?
- Dealing with parent groups?
- Being an informative and instructional leader? and
- Handling finances and budgeting?

**Information on how the the Department of Education should attract employees for principalship**

How should the Department of Education attract employees for principalship?

**Additional information provided by the respondents**

Would you like to add anything that you think has not been covered in this discussion?