

Education Action Zones intervention strategy towards induction of principals

by

Hope Mmamaloto Motsilanyane

MINI-DISSERTATION

submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

in



in the

FACULTY OF EDUCATION AND NURSING

at the

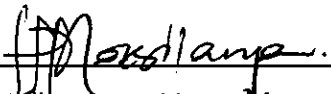
RAND AFRIKAANS UNIVERSITY

Supervisor: Dr KC Moloi

AUGUST 2001

DECLARATION

I declare that THE EAZ INTERVENTION STRATEGY TOWARDS INDUCTION OF PRINCIPALS is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete reference.


Mmameloto

Metsilanyane Hope Mmameloto



UNIVERSITY
OF
JOHANNESBURG

DEDICATION

This study is dedicated to my late parents Nehemiah Lekgetho Sekgapane, Edith Matshidiso Sekgapane and my mother in law Johanna Modiane Motsilanyane who always encouraged me to enhance my studies. May their souls rest in peace.

This work is also dedicated to my children Sharon Kgomotso and Edith Dineo Motsilanyane.



ACKNOWLEDGEMENT

This study would not have been accomplished without the generous contribution and co-operation of many individuals and organisations. The author of this study therefore wishes to express her sincere appreciation to:

- Dr KC Moloi, my supervisor for her expert guidance through out this study. Her constructive criticism motivated me to complete the study.
- Mr. Liebenberg, the Rustenburg district manager who gave me the opportunity to interview some of the principals in the district.
- Mr. Mmope, the principal of Raphurele High School for the use of his school facilities during research interviews. In addition, the researcher would like to thank all principals who participated in the focus group interviews for their valuable contributions.
- Mr. RA Sehunoe who did all the typing for my study with all patience and tolerance.
- Above all, my Creator, who gave me strength to complete my studies during hard times.

SINOPSIS

Die strategie wat in 1999 in die Noordwes Provinsie van Suid-Afrika ingestel is, staan bekend as die Onderwys-aksiegebiede (Education Action Zones). Die doel met hierdie strategie was om as intervensie gerig op die induksie van skoolhoofde te dien, met die oog op die verbetering van die slaagpersentasie van bepaalde skole in die Graad 12-eksamen. Hierdie strategie was veral gemik op die induksie van skoolhoofde van skole met swak prestasies en disfunksionele skole met die doel om die swak senior eksamenuitslae in hulle skole te verbeter. Die aanvanklike bedoeling met die instelling van die Aksiegebiede was om 'n 5% verhoging in die Graad 12-uitslae in 2000 te weeg te bring, met inagneming van die konteks waarin hierdie skole funksioneer.

Die ondersoek van hierdie studie is gebaseer op die bogenoemde intervensiestrategie gerig op die induksie van skoolhoofde. In hoofstuk een is 'n uiteensetting van die doel van die studie gegee. Die navorsingsprobleem ten opsigte van die intervensiestrategie van die Onderwys-aksiegebiede wat op skoolhoofde gerig is, is duidelik gestel. Die doelstellings met die studie is ook verduidelik en belangrike konsepte is uitgeklaar.

Hoofstuk twee bevat die teorieëse raamwerk van die intervensiestrategie gerig op skoolhoofde. Dit het geblyk dat die induksie van skoolhoofde ten opsigte van strategiese beplanning, van die uiterste belang is. Skoolhoofde behoort 'n induksieprogram te deurloop sodat hulle hulle skole effektief kan bestuur en sodat hulle skole se prestasies kan verbeter.

In hoofstuk drie is die navorsingsontwerp wat aanvaar is, bespreek. Data is deur middel van fokusgroeponderhoude ingesamel. Die data is ontleed met die oog op die ontwikkeling van temas, kategorieë en sub-kategorieë wat in die onderhoude na vore gekom het. Die bandopnemer is as data-

insamelingsinstrument gebruik. Die data wat ontleed is, het bestaan uit woordelike transkripsies van die verskynsel.

In hoofstuk vier is die data sowel as die interpretasie van die empiriese navorsing bespreek. Die ontleding en interpretasie van die empiriese data en die vergelyking daarvan met die teoretiese data is in hoofstuk vyf uiteengesit. Die navorsing is afgesluit met 'n hoofstuk wat die bevindings, gevolgtrekkings en aanbevelings, asook moontlike relevante gebiede wat verder nagevors behoort te word, bevat.



TABLE OF CONTENTS

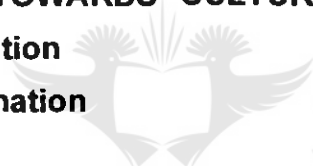
CHAPTER ONE: ORIENTATION OF THE RESEARCH

1.1	INTRODUCTION	1
1.2	BACKGROUND TO THE PROBLEM	2
1.3	STATEMENT OF THE PROBLEM	3
1.4	AIMS OF THE RESEARCH	4
1.5	RESEARCH STRATEGY AND RESEARCH METHODS	4
1.6	DERMACATION OF THE STUDY	5
1.7	CLARIFICATION OF THE CONCEPTS	5
1.7.1	Education action zones	5
1.7.2	Leadership	5
1.7.3	Management	6
1.7.4	Induction	6
1.7.5	Curriculum	6
1.8	DIVISION OF CHAPTERS	6
1.9	CONCLUSION	7

CHAPTER TWO: LITERATURE REVIEW ON EDUCATION ACTION ZONES AS AN INTERVENTION STRATEGY TOWARDS THE INDUCTION OF PRINCIPALS

2.1	INTRODUCTION	8
2.2	PROBLEMS THAT LED TO THE INTRODUCTION OF EAZ INTERVENTION STRATEGY TOWARDS INDUCTION OF PRINCIPALS	9
2.3	THE EAZ INTERVENTION STRATEGY TOWARDS INDUCTION OF PRINCIPALS FOR STRATEGIC PLANNING	10
2.3.1	Determination of priorities	11
2.3.2	Advance planning	11
2.3.3	Program of the year	12

2.4	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS QUALITY ASSURANCE	12
2.5	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS MANAGEMENT OF RESOURCES	13
2.6	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS MANAGEMENT OF RESULTS	14
2.7	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS MANAGING PARTNERSHIP WITH GOVERNORS	15
2.8	EAZ INTERVENTION STRATEGY FOR PERSONAL AND ORGANISATIONAL DEVELOPMENT	16
2.9	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS CULTURAL TRANSFORMATION	17
	2.9.1 Competition	18
	2.9.2 Recrimination	18
	2.9.3 Reform	18
2.10	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS SHARED GOALS	19
2.11	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS CURRICULUM MANAGEMENT	20
2.12	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS THE IMPROVEMENT OF COMMUNICATION BETWEEN THE SCHOOL AND PARENTS	21
2.13	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS RECORD KEEPING	22
2.14	EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS FINANCIAL MANAGEMENT	22
2.15	CONCLUSION	23



CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1	INTRODUCTION	24
3.2	RESEARCH DESIGN	24
3.2.1	Qualitative research	24
3.2.2	Explorative research	25
3.2.3	Descriptive research	25
3.2.4	Contextual research	26
3.3	RESEARCH METHOD	26
3.3.1	Sampling	26
3.4	METHOD OF DATA COLLECTION	28
3.4.1	Literature review	28
3.4.2	Interviews	28
3.5	DATA ANALYSIS	30
3.6	DATA VERIFICATION	30
3.6.1	Credibility	30
3.6.2	Transferability	31
3.6.3	Dependability	32
3.6.4	Confirmability	33
3.6.5	Applicability	33
3.6.6	Consistency	33
3.6.7	Neutrality	34
3.7	VALIDITY AND RELIABILITY	34
3.7.1	Internal validity	34
3.7.2	External validity	35
3.7.3	Reliability	35
3.8	ETHICAL MEASURES	35
3.9	CONCLUSION	36



CHAPTER FOUR: DATA ANALYSIS

4.1	INTRODUCTION	37
4.2	DESCRIPTION OF THE SETTING	38
4.3	DATA COLLECTION	38
4.3.1	Selection of respondents	38
4.3.2	Group size	38
4.3.3	Selecting the sample	39
4.3.4	Where and how interviews were conducted	39
4.4	TRANSCRIPTION OF INTERVIEWS	39
4.4.1	Focus group interview: Questions	40
4.5	CODING	40
4.6	IDENTIFICATION OF CATEGORIES	40
4.7	DATA ANALYSIS	41
4.7.1	Theme 1: Educational leadership	42
4.7.1.1	Understanding principles	42
4.7.2	Theme 2: Accountability	43
4.7.2.1	Achievement of agreed outcomes	43
4.7.3	Theme 3: Competency	45
4.7.3.1	Utilisation of physical and human resources	45
4.7.3.2	Establishment of short-term, medium and long term goals	45
4.7.3.3	Knowledge of managerial skills	46
4.8	CONCLUSION	46

CHAPTER FIVE: CONCLUSION, STRATEGIES AND RECOMMENDATIONS

5.1	INTRODUCTION	47
5.2	IMPORTANT FINDINGS	47
5.2.1	Induction of principals for educational leadership	47
5.2.2	Accountability	48
5.2.3	Competency	49

5.2.4	Induction of principals in managerial skills	50
5.3	DEVELOPMENT OF STRATEGIES	51
5.3.1	Induction of principals towards strategic planning	51
5.3.2	Induction of principals for quality assurance	52
5.3.3	Induction of principals in managing partnership with governors	52
5.3.4	Induction of principals towards shared goals	52
5.4	RECOMMENDATIONS	53
5.5	FURTHER RESEARCH	53
5.6	CONCLUSION	54
	BIBLIOGRAPHY	55



LIST OF TABLES

TABLE 4.1	PROTOCOL FOR DATA ANALYSIS	37
TABLE 4.2	THEMES, CATEGORIES AND SUB-CATEGORIES IDENTIFIED THROUGH DATA ANALYSIS	41



CHAPTER ONE

ORIENTATION OF THE RESEARCH

1.1 INTRODUCTION

Many schools in the North – West Province obtained Grade 12 results that were unacceptably low with a pass rate between 0% - 20% in 1999. For this reason, Education Action zones (EAZ) as an intervention strategy was introduced in 2000 as a strategy to improve Grade 12 results. The EAZ intervention strategy targeted these schools in order to determine the factors that contributed to the low performance in order to provide strategies for improvement. The purpose of this study is to investigate the impact of the EAZ strategy on the induction of principals in the North West Province (Nunn, 2000:1). Many principals experience problems in this regard and these may differ according to individual background, training and personality as well as the context (Dekker & Lemmer, 1993:349).

Many of these problems are also encountered to a certain degree by some principals who have moved to head new schools. In order to present a logical argument this chapter is organised in the following manner:

- i. Background to the problem;
- ii. Statement of the problem;
- iii. Aims of the research;
- iv. Research strategy and research method;
- v. Demarcation of study;
- vi. Clarification of concepts; and
- vii. Division of chapters and conclusion.

Having introduced the topic it is essential to give a background to the problem under investigation.

1.2 BACKGROUND TO THE PROBLEM

More than before there is a growing awareness of the role of the school principal in improving instruction and learning as illustrated by research on school effectiveness (Everard, Morris & Smith, 1990: 88). However, a striking aspect of efforts made to improve the managerial capabilities of school principals is the neglect of the unique needs for school principals. Therefore, the Education Action Zones team found that there was indeed a high sense of awareness of the need to improve learners' performance in the Grade 12 level, through the induction of principals for effective curriculum management and leadership (Nunn, 2000:1)

According to Duke (1991: 271) only four of 45 principals have received formal orientation to their positions in USA. Without formal orientation principals soon begin to discover administration. So the visits by the EAZ team to the schools may contribute in improving them through inducting principals (Nunn, 2000: 1).

The Education Action Zone's intervention strategy has identified that schools have problems that they are unable to analyse. Subsequently the EAZ team was instructed to identify key problem areas that could be attended to in a short period of time through inducting principals (Themabela & Walters, 1997:114).

Unlike several European countries, such as Sweden and most North American jurisdictions that require formal managerial preparation for principalship prior to appointment, it is not the case in South Africa (Foster, Smith & Thurlow, 1997:32). The lack of appropriate induction mechanisms have had a negative impact on the schooling system as Hart and Welding, (1996:309) explain. Education management is both a complex and continuously changing undertaking, for this reason managers cannot be well prepared for the task "once and for all". Changing contexts, changing expectations and new knowledge about best leadership practices all provide a

warrant for considerable investment in the continuing professional development of education managers (Hallinger, 1998:201).

Professional development through an induction strategy of education managers enables principals to create relationships with the community, the district and their colleagues. However it is an administrative responsibility that is often neglected or loosely organised in many school districts (Rebore, 1991:36). The Education Action Zones intervention strategy has identified that social contracts could be drawn up between parents and the school to enhance this relationship (Nunn, 2000:5). The industrial and business communities place higher priority on induction, they have recognised for many years the course and relationship of this process to employee retention and job performance whereas in the education department induction is neglected (Thembele & Walters, 1997:114).

The induction of principals should not be neglected because a school system can recruit, select, assign, reassign and transfer personnel but until these individuals become fully adjusted to the work to be performed, they cannot be expected to give their best effort to obtain the goals of the institution (Castetter, 1990:260).

To attain goals of the institution the principal must be able to adapt and fit in without abandoning his/her principles (Theron & Bothma, 1990:36). In view of the foregoing the Education Action Zone's intervention strategy of inducting principals for curriculum management and leadership is of utmost importance.

1.3 STATEMENT OF THE PROBLEM

In light of the above, the main research problem is divided into the following sub-questions:

- What is the nature of Education Action Zone's intervention strategy towards the induction of principals?

- What are the perceptions of principals with regard to the Education Action Zone's induction strategy?
- What strategies can be developed to induct principals?

1.4 AIMS OF THE RESEARCH

The aims of this research are to:

- explore the nature of the Education Action Zone's induction strategy for principals,
- examine the perception of principals with regard to Education Action Zone's induction strategy and
- develop strategies that can be used to induct principals.

1.5 RESEARCH STRATEGY AND RESEARCH METHODS

The qualitative research design will be used. Qualitative research is a multi-perspective approach to social orientation, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meaning that a subject attached to it (Denzin & Lincoln, 1994:26). Qualitative research is a many – labelled tradition. The most commonly used label appeared to be "field research, naturalism, ethnography, interpretative research and constructive research" (De Vos, 1998:240).

According to Mouton (1990:2) the term "qualitative research" probably the most general, encompassing and widely accepted term, is an indication that this approach concentrate's on qualities of human behaviour, that is, on the qualitative aspects as against the quantitatively measurable aspects of human behaviours.

To ensure that this approach concentrates on qualities of human behaviour a qualitative research will be employed to obtain information on the importance of an induction programme with regard to curriculum management and

leadership. Individual focus interviews will be conducted with school principals until data is saturated. Audio taped interviews will be transcribed verbatim. The data will be analysed, using the constant comparative method (Maykut & Morehouse, 1994:123).

1.6 DERMACATION OF THE STUDY

The study will be conducted in six secondary schools, which are regarded as trapped, that is, those schools with the Grade 12 pass rate between 0% - 20% in the Rustenburg district for the North – West region. Six principals who are attending induction workshops will be interviewed.

1.7 CLARIFICATION OF CONCEPTS

1.7.1 Education Action Zones

Education Action Zone refers to the government plan that aimed at improving the performance of schools that performed poorly in the 1999 senior certificate examinations. That is the dysfunctional schools that obtained 0-20% and poorly performing schools that obtained 21-40% pass rate. In this context Education Action Zone will be used to examine what a monitoring team did to bring about changes in the schools' performance.

1.7.2 Leadership

Leadership is a process in which the individual secures the Co-operation of others towards a goal achievement, in a particular setting (Cambell & Nystrand, 1991:125). The concept of leadership will be used in this study to determine the Co-operation of educators and principals towards promoting the idea of the Education Action Zones' intervention strategy in schools which obtained 0 % - 20 % in Grade 12 examination results.

1.7.3 Management

Management is the responsibility for planning, organising, directing and controlling the work of others (Everard & Morris, 1990:150). Management entails the involvement of values, attitude, techniques and behaviour patterns on both strategic and tactical level (Paisey, 1991:92). In this study management will be used to determine the role to be played by principals in order to promote their results in Grade 12 after induction the Education Action Zones” intervention strategy.

1.7.4 Induction

The term induction indicates the preparation for a future job with the aim of increasing performance in a current job (Everard & Morris, 1990:96) and integrating people into a job and an organisation, so that they become contributing motivated members as soon as possible (Lazarus, 1997:215).

In this study induction is concerned with how principals are work-shopped through the Education Action Zones” intervention strategy to improve their Grade 12 results.

1.7.5 Curriculum

“Curriculum” refers to subjects included in a course of study (Falmer, 1996:207). Curriculum is everything that influences learning, from the educators and the learning programmes to the learning environment (Lazarus, 1997:69). In this research curriculum refers to all what is done at school.

1.8 DIVISION OF CHAPTERS

Chapter one provides the research problem, the aim of the research study and the methodology that will be used.

Chapter two will deal with the literature review concerning the Education Action Zones' intervention strategy towards curriculum management and leadership.

Chapter three will attempt to outline the methodology the researcher used to collect data. The methodology is based on the following aspects: The purpose of qualitative research, the design of the questionnaire as research instrument, the discussion of the questions and respondents used.

Chapter four deals with the statistical analysis of the data. The reliability and validity of the questionnaire will be analysed. Discussion will take place on various statistical techniques used to analyse the data.

Chapter five links the interpretation of findings of chapter two, three and four. Important findings from the literature and empirical findings will also be outlined. It deals with the recommendations of the research and provides a conclusion.

1.9 CONCLUSION



In this chapter an introductory review of the research was presented. By looking at the introduction, problem statement, aims, research methodology and the order of the different chapters. The next chapter will examine the relevant research literature on the Education Action Zones' intervention strategy towards induction of principals on curriculum management and leadership.

CHAPTER TWO

LITERATURE REVIEW ON EDUCATION ACTION ZONES AS AN INTERVENTION STRATEGY TOWARDS THE INDUCTION OF PRINCIPALS

2.1 INTRODUCTION

Chapter one provided an overview of the research project. In this chapter the relevant research literature will be undertaken with the view of providing the context of the research and justifying the need for such a study to be undertaken. The focus of this research is to explore the Education Action Zones that will be referred to as the EAZ intervention strategy towards the induction of principals with regard to curriculum management and leadership.

This chapter is organised in the following way:

- EAZ identifying problems facing principals;
- The EAZ induction of principals towards strategic planning;
- EAZ planning induction program towards quality assurance;
- EAZ induction programs towards management of resources;
- Induction of principals towards managing partnership with governors;
- Induction for personal growth;
- Induction for cultural transformation;
- Induction towards shared goals;
- Induction curriculum management; and
- Induction towards improvement of communication, record keeping and financial management.

In the following section the problems that led to the introduction of the EAZ intervention strategies are now discussed.

2.2 PROBLEMS THAT LED TO THE INTRODUCTION OF EAZ INTERVENTION STRATEGY TOWARDS INDUCTION OF PRINCIPALS

The main task of the EAZ now called SSIP (secondary school improvement plan) was to identify problems that contributed towards the low pass rate that is 0% - 20% in Grade 12 examinations in some schools in 1999 (Nunn, 200:1). The EAZ intervention strategy has identified the following as problems:

The EAZ has identified that the action plan drafted by officials in the province was not discussed with educators. The broad strategies have not culminated in individual action plans as individual schools and educators are not aware on how to implement the action plans (Walker, 1993:5). An analysis of the problems at each of individual school, with particular reference to their performance in the various subjects, so as to draft an action plan for the school was not done. Educators with experience and appropriate qualifications in the key subjects such as Mathematics, Physical Science, Biology and English Second language are virtually non – existent in some areas. In some case these under – performing schools are too far apart to establish a clustering or twinning system (Derek, 1993:32).

EAZ has also identified that the absence of the basic educator's requirements that is syllabi, subjects files and schemes of work are outdated or either not available at all in some schools. School records for learners and educators were not kept at all the schools. Where these registers were available there was no control and follow – up work (Castetter, 1990:260).

The most serious problem that was identified by EAZ was that community support was lacking in some areas. The attitude that the school is a government property and therefore not their responsibility was rife. A sense of ownership of schools should be instilled. In many cases parental supervision and guidance is absent. Communication between school and parents or guardians seems to be a big problem (Nunn 2000:6). The other problem is that the EAZ has identified that in some areas political and other groupings

are obstructing normal school activities. Educators and learners were often embroiled in the disputes or were threatened by these circumstances. In some instances trade unions were also still influencing educators negatively. The problems experienced by one principal may not be perceived by the other, elementary school principals in the United States indicated that there are four major problem areas. These areas are ranked in decreasing order of importance as follows:

- providing programs for underachievers;
- coping with state regulations and initiatives;
- effectively matching instructions with special programmes; and
- increasing parental involvement (Gorton; Thiebach & Scheider, 1999:614).

The researcher argues that pressure to improve the induction of principals is coming from a variety of sources, because in the researcher's schema school problems can be alleviated by the induction of principals. Although these are problems experienced by principals in the United States, there is a reason to believe that the principals world- wide and especially in the North West schools, may not experience these problems as these factors are common to all education systems (Creese, 1990:223).

This research argues that in the South African education system all principals will be responsible for the direction and control of activities of other people, achievement results and the efficient and effective use of resources provided to them (Derek, 1993:32). Now that the problem identified in EAZ in schools that obtained 0 % to 20 % has been discussed, the next topic will be EAZ intervention strategies toward planning strategically.

2.3 THE EAZ INTERVENTION STRATEGY TOWARDS INDUCTION OF PRINCIPALS FOR STRATEGIC PLANNING

The EAZ has identified that educators in some schools were not informed about the action plans and also not aware how to implement actions (Dekker

& Lemmer, 1993:346). It is therefore the responsibility of officials to assist schools in the implementation of the plans and monitor progress through induction programmes. An educator at the school management level should be identified as every school has to take responsibility for the action plan and the execution thereof (Everard & Morris, 1990:88).

Strategic planning has attracted serious attention. It is a long-arranged planning to define and achieve an ideal. At first scoping phase, the planning partners identify, define and plan to create a preferred future (Kaufman, Herman & Walters, 1996:39). The EAZ team has realised that some principals fail to plan strategically in their institutions (Nunn, 2000:2).

For principals to plan strategically Buddel (1992:70) provides the following aspects of planning:

2.3.1 Determination of priorities

The EAZ should induct principals on how to determine priorities. Setting priorities means that all matters requiring attention must be attended to in order of importance. Principals need to provide informed advice and communicate priorities of improvement in a class or a program and understanding of instructional goals should be shared between instructional leaders. No one person can be an expert in each area of learning, however, when induction of principals is implemented a school can have both theoretical and working knowledge of all areas of teaching (Smith & Piele, 1996:260-261).

2.3.2 Advance planning

The EAZ intervention strategy towards induction of principals for advance planning suggest that in order to avoid disorganisation of school activities, principals should be inducted on planning ahead. The principal needs to distinguish between long and short-term goals (Castetter, 1990:200).

2.3.3 Program of the year

The EAZ intervention recommends that the provincial co-ordinates should insist that the individual action plans be drawn up as a matter of urgency in order to ensure that the provincial plans filter down to the classrooms (Nunn, 2000:1). The year program must be carefully planned and has to correlate with the school calendar. Before drawing up a year plan a survey of the expected enrolment at the beginning of the year should be done and evaluation of the growth tendency.

According to Castetter (1990:201) the EAZ intervention strategy towards induction of principals' strategic planning is a forward – looking, pro-active action. It seeks to “create a better future by encouraging educational partners to join together in defining and achieving important results, with our conventional education planning and doing efforts, are seriously wanting, simply attempting to increase the efficiency of our current efforts in choosing to work harder without smarter” (Drucker, 1993:53). In this regard I assert that principals need to be inducted on planning strategically in order to achieve goals of their institutions. Having reasoned this way, the next topic will deal with quality assurance to ensure that there is quality in our planning.

2.4 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS QUALITY ASSURANCE

The EAZ induction programs aimed at improving the performance of schools that obtained 0% - 20% pass rate in Grade 12 (Paisey, 1991:160).

In order to improve the performance principals are inducted on how to ensure quality of work done in school by EAZ induction programs. Effective management requires a well – developed statement of outcomes, clear responsibility structure and quality assurance systems designed to assess progress in meeting these outcomes. Unclear or unidentified outcomes do not provide for clear delegation and responsibility (Preedy *et al*, 1997:14).

The researcher argues that quality management literature on the other hand emphasises gradual or continuous improvement rather than structural or large-scale change. The EAZ intervention towards induction of principals aimed at inducting principals to monitor the improvement of plans (Campbell & Nystrand, 1991:125)

To monitor the improvement of plans will result to the improvement of the performance of schools. The quality management approaches can be criticised for a failure to recognise the necessity for both continuous improvement and significant structural change in complete organisations (Cuttance, 1994:218).

2.5 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS MANAGEMENT OF RESOURCES

The EAZ intervention strategy has identified that most schools experience a severe shortage of textbooks and other facilities. The lack of textbooks especially with regard to Grade 12 learners, is a critical matter and immediate intervention was needed. Provisioning and management of resources is a major problem in all poorly performing schools in all provinces. Schools also do not have an effective mechanism in place for the retrieval of textbooks (Duke, 1991:274).

Retrieval of textbooks must be the responsibility of educators at the end of each year to alleviate the problem of shortage of textbooks and that a learner should hand his/her textbook on the day he/she writes examination in that subject (Nunn, 2000:3)

An understanding of management of resources should be developed in relation to the functioning of the educational organisation as a whole. The problem facing principals in making resource allocation decisions, especially those concerning the most efficient and productive mix of learning resources and educational activities is the absence of a well specified knowledge base that gives a "blue print" of efficient methods (Hanna, 1997:162)

Specified knowledge base will enable principals to obtain effective results only through sound co-operation with others for on his own he can achieve very little. Human resource management concerns all levels and every section of management and intimately affects managers. Human resources management entails two inseparably interwoven processes, which are:

- personnel supply and
- personnel utilisation (Graham & Bennet, 1990:149)

The EAZ intervention strategy has identified that rationalisation and redeployment of educators is hampering the functioning of the education system. In some areas there is an oversupply of educators and in others there is a serious shortage (Rebore, 1991:97). I assert that manpower – planning is no exception. It is an attempt to forecast how many and what kind of employees will be required in the future, and to what extent this demand is likely to be met.

2.6 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS MANAGEMENT OF RESULTS

The EAZ induction program for principals is concerned with the improvement of learners' performance at Grade 12. The visits of the monitoring teams have contributed to transforming the sense of awareness into a sense of urgency of action at the particular institutions (Nunn, 200:1).

The sense of urgency of action aimed at assisting principals to manage for the results that is to improve the Grade 12 results in their institutions (Patterson, 1990:130). Management is human behaviour and it is effective when human needs embodied in objectives are met. In essence, therefore, management is the organisational process of formulating objectives, acquiring and committing the resources required to reach them and ensuring that the objectives and resources and is inevitably a social process (Paisey, 1991:92).

The next topic will deal with the EAZ intervention strategy for induction of principals towards managing partnership with governors.

2.7 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS MANAGING PARTNERSHIP WITH GOVERNORS

EAZ has identified that community support of schools is seriously lacking in some areas. The attitude that the school is government property and therefore not their responsibility is rife. A sense of ownership of schools should be instilled. In many cases parental supervision and guidance is absent. Communication between parents seems to be a big problem (Walker, 1990:5).

Communication plays a vital role that is why EAZ induction programs recommend that school – governing bodies should be enlisted to develop programmes to get community support. Social contracts could be drawn up between parents and school (Nunn, 2000:5).

Social contracts are important because parental involvement is one of the problems perceived by the monitoring team. Parents should be involved in the governance and advocacy by the principal. This can include volunteers to assist educators and learners in the classrooms or in other sites and support by attending school activities (Brandt, 1991:24-27).

The School Governing Body should focus on where it can add most value that is in helping to decide the school's strategy for improvement expectations and promoting effective teaching and learning (Rich, 1990:13). The researcher argues that most principals and administrators believe that parent involvement is the key to parent partnership with the school and community (Buddel, 1991:24-27).

2.8 EAZ INTERVENTION STRATEGY FOR PERSONAL AND ORGANISATIONAL DEVELOPMENT

EAZ has identified that the school has unique problems that they are not capable to analyse. The EAZ induction programs for principals aimed as assisting the problem areas by identifying a limited number of key problem areas that can be attended to through induction of principals (Nunn, 2000:2).

The EAZ induction programs for principals are well organised to help principals to develop skills in key areas. A sense of professional vitality is the product of an intensely personal quest that leaves professional activities into the fabric of whole life (Patterson, 1990:121). The program which has well – defined objectives that reflect the needs of principals and the specific philosophy of the system (Rebore, 1991:136).

Well-defined objectives will motivate growth and one will have a desire to live up to standard, having a specific target permits energies to be focussed and resources to be marshalled. By implication, one way that districts can encourage administration to grow is by embedding worthy achievable goals in their evaluation to encourage growth and not to measure competence (Duke, 1991:96).

Principals should encourage growth. Many principals experience difficulties in understanding their assignments and many of these are related to lack of a clear workable conception of the school's mission and its goals (Casterter, 1990:270). Selection frequently overlooks this important placement element: leader styles and the structure of job situation. Placing an ineffective individual in any position of a competent person in the wrong position often leads to years of administrative grief, low individual productivity and interference with the system's goal attainment (Ashbaugh & Kasten, 1995:16).

The EAZ intervention strategy has identified that many principals seem to experience difficulty in exercising authority like monitoring attendance register for educators and learners (Nunn, 2000:5). They either try to exert authority

they do not have, or fail to utilise the necessary guidelines to solve problems (Dekker & Lemmer, 1993:3).

Realising that principals have difficulty in exercising authority, EAZ induction progress aimed at empowering principals to implement tomorrow's organisational values with the necessary induction to be effective in the new environment (Patterson, 1993:62).

I assert that organisational development is a complex form of process consultancy aiming at improving the ability of the school staff to work together effectively and to achieve job satisfaction. The focus is on changing the performance of the organisation as a whole by improving the way interdependent group work to achieve corporate goals. The underlying aims of these activities are to develop a strong, shared professional culture where each person's role is understood and accepted by others (Wallace, 1991:77).

2.9 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS CULTURAL TRANSFORMATION

The EAZ and induction programs for principals aimed at changing the culture of schools (Nunn, 2000:1). My argument is that organisation culture in general and shared norms in particular are crucial determinants of organisational change. The current research leads us to expect district leadership in high performing district ethics, which indirectly affect principals and through them educators, learners and parents are also affected. This is achieved through "reaching out" which includes both "vision" and "range" (Coleman & La Roque, 1990:67).

Most of the motivating power comes from the leader's enthusiasm and self-confidence. A leader with confidence and energy dissipates those doubts and convinces educators of the rightness of their work (Smith & Piele, 1996:59).

To make the EAZ induction programs to be a success the following factors affecting educational change should be considered (Walker, 1993:5):

2.9.1 Competition

It is fortunate that so much of what happens in education is affected by competitive ethics. One of the common polarised argument hinges on the belief by other that competition merely sustains in equality of opportunity and inhibits successful learning.

2.9.2 Recrimination

For schools, which did not perform, good in Grade 12 has become a cause for blame. Apart from learning by fear to avoid punishment, a sense of inadequacy is instilled and low confidence in learning abilities created when one does not always get things right for the first time. An obsession with deficits has been a preoccupation in the education system and moulding one from one's natural self into a correct being has been a priority for many schools.

2.9.3 Reform



The obsession with current deficits and difficulties does nothing to advance the idea of an educational system for a changing world. It merely deepens prejudices, further polarises positions and keeps the debate focused on what exists now rather than before.

The EAZ induction programs aimed at inducting principals on management and leadership towards cultural change, which is motivated by a healthy fascination and curiosity about human behaviour (Whitaker, 1993:95). I assert that a key factor in the success full leadership of change is the capacity to give deliberate attention to the building and development of an organisational culture conducive to collaboration participation and change.

For building and development of an organisational culture leaders have to create and manage culture and the unique talent of leaders namely, their ability to work with culture. As the pace of change accelerates it will be more

necessary to assist the paradigm shift towards more culturally aware organisations (Leithwood, 1990: 102).

2.10 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS SHARED GOALS

One of the problems identified by the EAZ was that educators are not informed of the action plans or are not aware of how to implement the action plans (Nunn, 2000:2). In South African schools, learned and shared goals provide unity, help channel and target resources within the school programs, can foster collaboration and establish criteria for the school's success that permits assessment or progress. This takes the form of a clear vision of what the school should be, which is translated into concrete objectives and communicated to the staff in such a way to influence what they do in their professional roles (Bayne-Jardin & Holly, 1994:24).

Professional roles can be influenced by the implementation of school's mission, which can be seen most clearly in the curriculum. Principals are inducted to provide informed advice and communicate priorities of improvement and an understanding of all goals should be shared between instructional leaders (Smith & Piele, 1996:260 –261). Initiation of an effective induction program is one way the Department of Education can contribute to assimilation of personnel as well as to their personal development (Castetters, 1991:261).

Personal development can be achieved by creating a culture of openness with which individuals are encouraged to the position of the individuals and groups, and attend to determine the overlap. This will provide the common ground on which to build pragmatic solutions to complex problems (Duigan & Mc Pherson, 1992:36).

The EAZ towards the induction of principals emphasised that the principal should take several kinds of actions to enhance the learning climate in their schools. According to Nunn (2000:1-5) the following actions must be taken:

- communicating instructional goals
- establishing high expectations for performance and
- establishing an orderly, positive learning environment with a clear discipline code

Now that the EAZ induction programme towards shared goals has been discussed the EAZ induction programme towards curriculum management will be the next topic to be discussed.

2.11 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS CURRICULUM MANAGEMENT

The EAZ intervention strategy has identified that the low performance of some secondary schools in Grade 12 is due to the failure of principals to manage their school properly (Nunn, 2000:4). A major concern for principals is the overall context, process, scope, orientation and value of the curriculum that clients experience. Principals often face dilemmas to do with what constitutes a valuable curriculum given the demand of clients and their diverse needs. Curriculum development can only proceed at the pace at which educators change their philosophies, beliefs and practice (Duigan & Mc Pherson, 1992:44).

For principals to overcome many of the problems identified by the EAZ in their school the following steps can be taken in the development and implementation of a curriculum by the EAZ induction programs (Walker, 1990:45):

- principals should find out, through situational analysis, what the relevant people in the situation regard as a problem;
- given their explicit or implicit understanding to what their problems are, how do they see their options dealing with them;
- principals should analyse each account of perceived solutions and assess the degree of internal coherence in each account;

- principals should be in the position to analyse the relationship between these accounts, the different problems and solution frameworks of participants in the situation, to determine the degree of mutual coherence among them; and
- working out what options may be available, either derived from or neglected, for talking the shared and unshared problems of the participants in a situation.

The next topic will embark on improvement of communication between the school and parents.

2.12 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS THE IMPROVEMENT OF COMMUNICATION BETWEEN THE SCHOOL AND PARENTS

The EAZ intervention strategy has identified that communication between school and the parent seems to be a big problem in many schools (Nunn, 2000:6). Leaders lead by communicating. I assert that there is no way in which influence can be exercised and authority can be applied without some or other form of communication. The principal is the management leader and it is of the utmost importance that he/she should know how to communicate as successfully as possible to achieve his/her own objectives as well as the goals and objectives of the school (Robbins, 1993:120).

To achieve goals and objectives of the school the EAZ aimed at improving communication between parents and principals in schools (Nunn, 2000:6). The advantages of communication for principals are to give feedback, to change opinions and attitudes, to gain information and to give information.

Gaining and giving information can be influenced by the school climate, the behaviour of subordinates as well as parents in the community in many ways. The subordinate's perception of the school climate is an important consideration. This perception may differ from reality, but it remains a factor,

which influences communication behaviour of subordinates (Robbins, 1993:123).

2.13 EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS RECORD KEEPING

The EAZ intervention strategy has identified that registers for educators and learners were not kept at all in schools. Where these registers were available there was no control and follow up work (Nunn, 2000:5). Keeping records and accessing the information in them in the central school office. The principal is responsible for the record keeping system (Nunn, 2000:5).

Records must be kept up to date. All people who need to use records should understand the filing system in the principal's office. Separated file drawers and/or cabinets should be developed for each variety of records kept, such as financial, learners activities, information concerning educators, annual reports prepared by the principal and curricular information for in-service training. Storage facilities can be ensured but still be accessible to educators when needed, probably near but not in the principal's private office (Anthill & Clare, 1991:47).

2.14 THE EAZ INTERVENTION STRATEGY FOR INDUCTION OF PRINCIPALS TOWARDS FINANCIAL MANAGEMENT

The EAZ induction program includes financial management. Regulations stipulated that the principal, as a manager is responsible for the school's funds and should act as the treasurer of the fund. The principals may with the approval of the School Governing Body delegate the bookkeeping of the school to a member of the administrative staff, although the principal remains responsible and accountable for the financial management of all money that is collected and paid out of school funds (Bechtol, 1993:201).

All matters concerning school fund must be reported to the School Governing Body by the principal, it is his/her responsibility to do so. The principal must

therefore be sure to be fully informed on all matters connected with the school fund. In this regard income and expenditure statements are extremely important (Bechtol, 1993:202).

I assert that the final decision regarding the appropriation, allocation and disbursement of school funds rests with the management council or School Governing Body. The principal may not make decisions regarding the spending of funds without the approval of the School Governing Body and their knowledge (Buddel, 1992:59). Principals should be inducted on establishing a policy and procedure for making all financial decisions with the School Governing Body at the earliest possible time. The principal has to keep the directives of the education authorities that give detailed instructions regarding the procedures in the handling of school funds (Du Preez, 1991:216).

2.15 CONCLUSION

This chapter provided the problems that were identified by the EAZ intervention strategy. The induction programmes offered by this team in order to overcome these problems in an effort to promote the Grade 12 results in schools that obtained 0%-20% pass rate were implemented. The management of curriculum, strategic planning, personal and organisational development together with the promotion of communication between parents and schools were discussed. Having explored the pertinent aspects from literature on the induction of principals the researcher turns to chapter three where the research design and methodology, which were mentioned briefly in chapter one will be dealt with in greater detail.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The focus of this chapter is on the research of methodology that directed the investigation. A brief exposition of the research design will be followed by a detailed presentation of the procedures and investigative processes implemented. Reference to methods of data collection as well as relevant data processing techniques will be made.

A brief discussion to explain the merits of qualitative research follows.

3.2 THE RESEARCH DESIGN

According to Straus and Corbin (1990:17) a research design is similar to an architectural blueprint. It is a plan for assembling, organising and integrating (data) and it results in a specific end product (research findings). The selection of a particular design is determined by how the problem is shaped, by the questions it raises and by the type of end product raised. The type of inquiry decided upon this case was that of qualitative study which will be explanatory, descriptive and contextual in nature (Mouton & Marais, 1990:43-44).

3.2.1 Qualitative Research

The aim of qualitative research is to “produce rounded understanding on the basis of rich, contextual and detailed data” (Mason, 1996:4). It is grounded in an interpretative paradigm which is concerned with how the world especially aspects of the social world, is experienced, understood and interpreted in the daily round of life (Mouton & Marais, 1990:205).

The qualitative researcher, rather than some inanimate mechanism, is the primary instrument for data collection (Eisner, 1991, Fraenkel & Wallan, 1990 as quoted by Creswell, 1994:162). Mouton and Marias (1990:161) refer to qualitative research as that which emerges from the development of investigation and which can often not be rejected.

Based on the above approach the purpose of this research is to explore the EAZ induction strategy for principals with regard to curriculum management and leadership. The emerging information gathered the EAZ with regard to curriculum and leadership will be used to develop guidelines that can be utilised as an induction strategy for school principals with regard to curriculum management and leadership.

3.2.2 Explorative research

The point of departure of investigation is one of “not knowing” what the EAZ induction strategy for principals concerning curriculum management and leadership constitutes. The design is exploratory, because it enables the researcher to gain new insights into the phenomenon under consideration. For this reason, the researcher is willing to examine fresh ideas and suggestions, rather than allow the research to be guided by any pre-held ideas or hypothesis (Mouton & Marais, 1990:43).

Use should be made of methods such as literature reviews, interviews, case studies and information that may lead to insight and comprehension (Mouton & Marais, 1990:43).

3.2.3 Descriptive research

The data that emerge from a qualitative study are descriptive. That is, data are reported in words rather than in numbers (Creswell, 1994:162). Through the use of detailed rich descriptions the actions, meanings and feelings of the experience were recorded and conceptualised (Mouton & Marais, 1990:52). A verbatim transcription will be made of audio-tape. Rich descriptions formed

the foundation for the research and interpretation and understanding of the phenomena.

3.2.4 Contextual research

This study is contextual in nature because it deals with exploring the EAZ induction strategy for principals with regard to curriculum management and leadership. Mouton & Marais (1990:49-50) describe a contextual research strategy as one which events and phenomena are studied for the interest that may have as represent able examples or a population or similar events or phenomena.

3.3. RESEARCH METHOD

The research takes place in two phases, with chapter providing a dense, holistic chain of evidence on the entire research of process.

The aim of phase one is to obtain firsthand information from principals regarding the EAZ intervention strategy for their induction. This phase includes the sampling, the data analysis, debating trustworthiness and ensuring ethical correctness of the research, as well as the literature control.

Phase two includes the explication of guidelines that can be utilised as an induction strategy for principals with regard to curriculum and leadership based on research results, drawing conclusions, making recommendations and pointing out possible limitations of the investigations.

3.3.1 Sampling

The goal of selecting a sample within a qualitative case study research design is "gaining a deep understanding of some phenomenon experienced by a carefully selected group of people"(Maykut & Morehouse, 1994:56). The most appropriate sampling strategy for achieving this goal is what has been termed purposive sampling, which, according to Gabor (1994:162) is the same as

criterion based sampling. "This is a strategy in which particular settings, persons, or events are selected deliberately in order to provide important information that cannot be forgotten as well from other choices" (Maxwell, 1996:70).

Based on the above method the researcher will be able to select people who will provide the information needed to answer specific research questions. The acknowledgement of the "Complexity that characterises human and social phenomena and limits of generalisability" (Maykut & Morehouse, 1994:56) are intrinsic to purposive sampling.

- Target group

The target group of the research includes those principals whose schools are regarded as trapped by the Department of Education. These are the schools that obtained 0%-20% pass rate in the 1999 Grade 12 results. -

- Selection of participants

Purposive sampling is played in selecting the participants. Principals of secondary schools who are regarded as trapped by the Department and who are attending induction programmes set by the Department of Education are the relevant people to participate in the research.

- Measure to ensure trustworthiness

Guba's model for trustworthiness was utilised to contribute to the validity and reliability of his study (DeVos, 1998:348). The four criteria for trustworthiness are: truth- value, applicability, consistency and neutrality. The truth-value was ensured by using strategies of credibility, applicability, neutrality and confirmability. The above strategies were applied as follows:

3.4 METHOD OF DATA COLLECTION

The paradigm and the format of the study determine the nature of the data generating methods and the ways in which they are implemented. In qualitative research, data is conveyed through words and images. Krefting, (1991:68) describes qualitative data as consisting of "detailed descriptions of situations, events, people, interactions and observed behaviours, direct quotations from people about their experiences, attitudes, beliefs and thoughts as data which provide depth and information. The words used in the detailed description are obtained by the researcher who gets close to both physical and psychological situations and people being studied. The main methods of data collection in this study include a literature review and interviews conducted with principals.

3.4.1 Literature review

The literature review is a vital component of a qualitative study. It is the place where the researcher provides for the reader a useful background to the problem (Creswell, 1994:21) in that it assists in the formulation of a problem, the selection of data generation as well as the interpretation of the research design. The process is thus one of existing knowledge or theory frameworks as the "Validity of empirical work which is not connected to theory and theorising has doubtful scientific stature" (Silverman, 1993:199 quoted by Henning, 1995:31).

3.4.2 Interviews

Interviews are considered to be one of the most important forms of case study information (Mason, 1996:39). An important aspect of the qualitative interviews is that it is theme – oriented thus allowing for the qualitative research.

Information will be gathered from principals of schools that obtained a 0% - 20% pass rate in 1999. The interview will be conducted in the familiar room at

school after school lessons. A relaxed atmosphere will be created in order to establish a good relationship with principals and reduce any initial distrust and where possible, to eliminate it completely.

i. Field notes

Directly after each interview the researcher records field notes of the entire situation, as well as his impressions. Field notes may be divided into four categories namely:

- Observation notes, in which the researcher records what he saw and heard during the interview.
- Theoretical notes, which refer to deliberate, controlled efforts to extract meaning from observation notes.
- Methodology notes which include notes on operational practices such as the time schedule, the sequence, and the physical set up.
- Personal notes such as the researcher's feelings and experiences during interviews (DeVos, 1998:299).

ii. Focus group interview

A focus group interview is a purposive discussion of a specific topic or related topics taking place between eight to ten individuals with similar backgrounds and common interests. The group interaction will consist of verbal and non verbal communication and an interplay of perceptions and opinions that will stimulate discussion without necessarily modifying or changing the ideas and opinions of participating individuals (De Vos, 1998:314).

To stimulate discussion the focus group interview will be conducted as an open conversation on a specific topic in which each participant may make

comments, ask questions of other participants or respond to comments by others, including the moderator. It enables the researcher to develop inductively (De Vos, 1998:314-315). Focus groups should be small enough for all the participants to have the opportunity to share insights and large enough to provide diversity of perceptions. Focus groups therefore typically comprise nine to twelve people.

3.5 DATA ANALYSIS

There is no particular moment when data analysis begins. Analysis is a matter of giving meaning to first impressions as well as final complications. Analysis means taking something apart (Stake, 1995:71). The interviews on the audio - cassette are transcribed. Complete transcriptions helped with the reflective interpretations of the analysis.

Based on the above research design, data analysis and data generation are considered to be simultaneous activities (Creswell, 1994:153). The process is an interactive one whereby the researcher is concerned with producing believable and trustworthy findings.

3.6 DATA VERIFICATION

In order to maintain the trustworthiness of the study, data were verified according to the criteria given in Lincoln and Guba's (1985) model (in De Vos 1998:348). These criteria of credibility, transferability, dependability and confirmability were appropriate constructs for testing the trustworthiness of the qualitative study. Quantitative studies are evaluated using the alternative criteria of internal validity, external validity, reliability and objectivity (Krefting, 1991:215 – 217).

3.6.1 Credibility

The truth-value of the study was determined using the criterion of credibility. "It establishes how confident the researcher is with the truth of the findings

based on the research design, informants and context” (Krefting, 1991:215). Credibility was established using multiple data sources, triangulation, an independent researcher, member checks, a chain of evidence, and bracketing of assumptions.

Sources of data used to form the database included, a literature overview, field notes, written observation, recorded interviews and documents.

The following techniques can be applied in order to raise the credibility of the research.

a. Triangulation

The first use of triangulation is introduced by virtue of the fact that data regarding the EAZ intervention strategy for induction for principals are to be collected by means of phenomenological interviews that are recorded on audio-tape.

The second triangulation measure is applied with the data analysis, where the data is interpreted according to a combination of descriptive analysis. The literature control is a further measure of control. Through the literature control the findings, in order to identify similarities, differences and unique contributions.

b. Structural Coherence

Consistence focusing on the EAZ intervention strategy concerning induction of principals is manifested during the entire run of the interviews.

3.6.2 Transferability

The second criterion of trustworthiness refers to the applicability of the research to other contexts and settings. Research meets the transferability criterion “when the findings fit into context outside the study situation that are

determined by the degree of similarity or goodness of fit between the two contexts" (Krefting, 1991:216).

Based on the above approach it is the responsibility of the researcher to provide an adequate database to allow transferability judgements to be made by others. According to Krefting (1991:22) it is critical that researchers provide dense background information about the informants and the research context and setting to allow others to assess how transferable the findings are.

3.6.3 Dependability

The third criterion of trustworthiness considers the consistency of data. Dependability of the results is obtained when "outsiders get the same results, one wishes outsiders to concur that given the data collected, the results make sense. They are consistent and dependable" (Krefting, 1991:126).

Different data collecting methods used in this research are interviewing and audio-taping. Dependability can also be enhanced through triangulation to ensure that the limitation of one method of data collection are compensated by the use of alternative data gathering methods (Krefting, 1991:221).

Henning (1995:32) noted "Validity is generally regarded as credibility of procedures which are articulated succinctly". The researcher thus needs to leave an audit trail, describing in detail how data was collected, decisions made and categories or themes derived (Krefting, 1991:126). In this study a detailed description was given of the way data was collected and analysed. The data collected is also maintained and made available to other researchers who may wish to study the original data. This audit trail allowed the researcher to "walk" the readers through the research process (Maykut & Morehouse, 1994:146). A clearly defined audit trail of data collection, analysis and interpretation improved the dependability of the study.

3.6.4 Confirmability

The confirmability of qualitative research is found in the neutrality of the data. If the credibility and dependability precautions are narrowly supplied, then the requirements of the confirmability criterion are also met (Lincoln & Guba, 1985, in Krefting, 1991:217).

This strategy involves an external auditor attempting to follow through the natural history or progression of events in a project to try to understand how and why decisions were made (De Vos, 1998:349). In addition audit ability suggests that another researcher could arrive at comparable conclusions given the same data and research context. The field notes of the observation audio-taping and verbatim transcriptions of the audio recording will be analysed.

3.6.5 Applicability

With qualitative research a phenomenon is studied in unique natural context, which allows little opportunity for external control variables. Because each situation is unique, there is little chance of any generalisability to research findings (Krefting, 1991:216). Applicability refers to the extent to which the findings of specific research may be applied to another context or other respondents (De Vos, 1998:349). Findings may be transformed but generalised.

3.6.6 Consistency

Consistency refers to the degree to which findings of the research will remain consistent, should the research be replicated with a similar sample and in a similar context (Krefting, 1991:216)

3.6.7 Neutrality

Neutrality eliminates the influence of any possible bias that the researcher may possess in the research produced and in the findings. It refers to the degree to which the findings are exclusively a function of the respondents and the conditions of the research and not those of the researcher (Krefting, 1991:216).

3.7 VALIDITY AND RELIABILITY

3.7.1 Internal Validity

The notion of internal validity within qualitative research revolves around issues of trustworthiness as opposed to objective truth (Maxwell, 1996:86). In its most general terms, validity pertains to whether the researcher is observing, identifying and measuring what she says is being observed, identified end measured (Mason, 1996:21). Within the qualitative paradigm, validity is therefore a goal towards which the researcher constantly moves. The movement is facilitated by constant reflective questioning about the "credibility of description, conclusion, explanation or interpretation" (Maxwell, 1996:87).

The process of data analysis and presentation of explanations in the next two chapters will, therefore show the link between the research question, methodology and methods of data gathering, and the sources used to enable the researcher to obtain the required concepts (Mason, 1996:149). A vigorous tracing of the route by which particular interpretations were arrived at is involved as well as engaging a personnel stand points of value of views (Henning, 1995:3). This enables the researcher to provide a clear argument that the approaches described will adequately deal with the particular integrity threats in question (Maxwell, 1996:89).

Miles and Huberman (1994:278), summarises the above description of trustworthiness thus: "Do the findings of the study make sense? Are they credible

to the people we study and to our readers? Do we have an authentic portrait of what we are looking at?" In order to preserve validity, authenticity should encompass all aspects of the research project.

3.7.2 External validity

External validity pertains to what has traditionally been termed "generalisability", a term that refers to the extent to which the conclusion of a study can be transferred to the other context (Miles & Huberman, 1994:279). The validity of the conclusion depends on internal generalisability and the steps taken to ensure this particularly in terms of descriptive, interpretative and theoretical validity.

According to Maxwell (1996:97) whilst generalisability is not a crucial issue in qualitative research conclusions can be generalised beyond the study. In qualitative research reliability and validity are closely associated in the sense that if a study is valid, it is normally reliable as well.

3.7.3 Reliability

Mason (1996:24) states that reliability involves the accuracy of the research methods and techniques and poses the question: "How reliable and accuracy do they produce data?" Consideration also needs to be given to ensure that explanation resulting from the analysis is convincing both the researcher and the readers. In order to be convincing the analysis should be systematically and transparently involves guiding the reader along each step of the process toward evolving a convincing explanation.

3.8 ETHICAL MEASURES

Written consent was obtained from the circuit manager to conduct research in his schools. Verbal consent was obtained from the principals and they were fully informed of the consequences of the research.

- **Confidentially and anonymity**

The names of the participants in the research are withheld. In the event of their anonymity being threatened, all records will be destroyed.

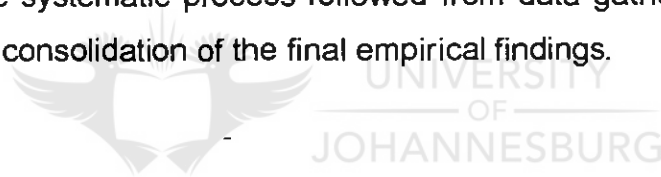
- **Provision of research assistance**

Feedback on the findings and recommendations of the research is provided to relevant persons as soon as conveniently possible.

3.9 CONCLUSION

In this chapter the research design was discussed. Description of methods of data collection and data analysis were presented. The interrelatedness of these with issues of reliability and validity and ethical measures with the qualitative research method is discussed.

The following chapter will use this theoretical framework to display the data and to explain the systematic process followed from data gathering, through its analysis to the consolidation of the final empirical findings.



CHAPTER FOUR

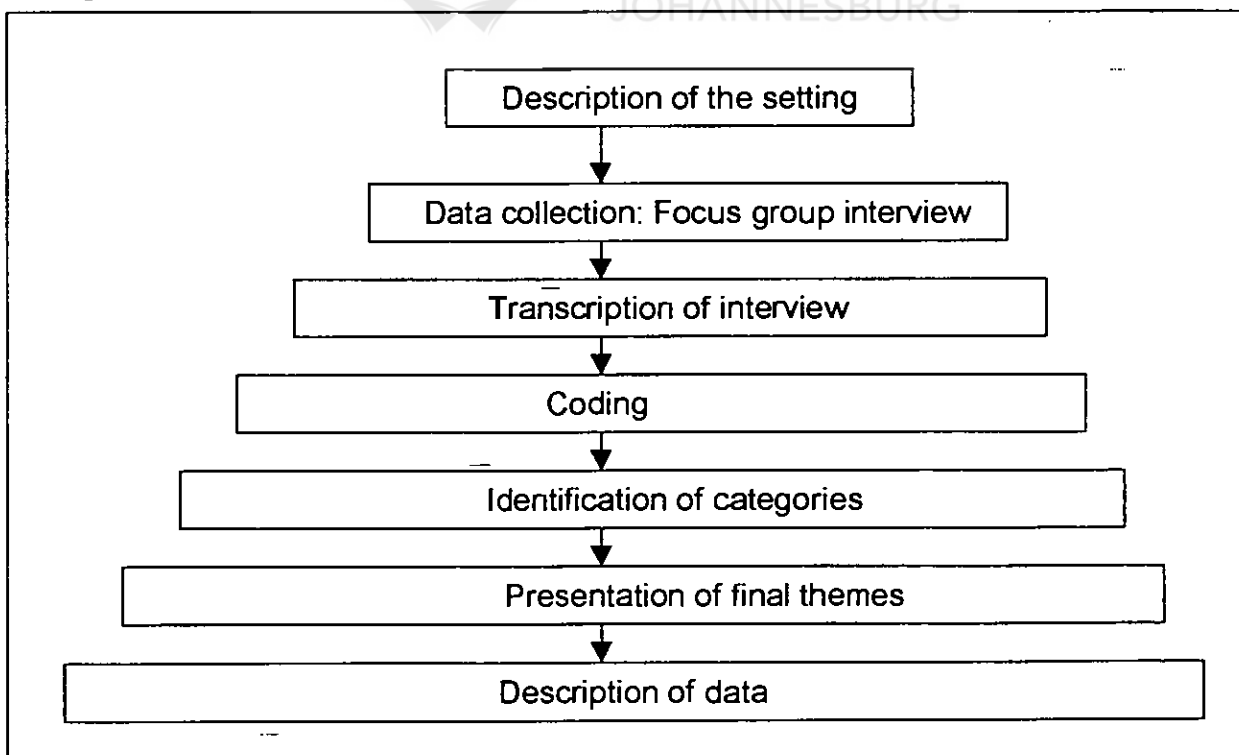
DATA ANALYSIS

4.1 INTRODUCTION

In chapter three the research method was discussed. This chapter illustrates and briefly discusses and interprets the results of the empirical research. The reader will be able to follow a consistent and logical chain of evidence from data gathering, through its analysis, to a discussion on the final empirical findings. This in conjunction with the openness and honesty of the description will contribute to the reliability, internal validity and ethical considerations of research. Remarks by the researcher for the purposes of clarification are given in inverted commas.

The researcher will apply the following protocol for data analysis:

Table 4.1 Protocol for data analysis



Having introduced this chapter the description of the setting will now be discussed.

4.2 DESCRIPTION OF THE SETTING

The empirical research process commenced with a formal request to the district director of the North-West Department of Education to conduct a research on EAZ as an intervention strategy towards the induction of principals. The researcher asked for permission to use secondary school in the Rustenburg district as a venue to conduct interviews with identified school principals. Six principals of dysfunctional and poorly performing schools in the district requested to be interviewed as part of the research project. Formal appointments were then arranged with those principals for a focus group interview. The researcher audio-tapped the interviews and made field notes of her observation.

The next section provides details on how data was collected.

4.3 DATA COLLECTION

4.3.1 Selection of respondents

In this study respondents were principals from dysfunctional and poorly performing schools in the 1999 Grade 12 examinations. According to Krueger (1994:17) focus groups are composed of people who are similar to each other. These respondents were ideal informants for the research because the performance of learners in their schools in the Grade 12 examinations of 1999 was the same.

4.3.2 Group size

For Patton (1990:335) the focus group interview is an interview with a small group of six to eight people on a specific topic. In this study interviews were conducted with six principals whose schools obtained 0% - 20% pass rate in

the 1999 Grade 12 examinations. Only one focus group interview comprising of six participants was conducted.

4.3.3 Selecting the sample

Research by Miles and Huberman (1994:27) indicated that, qualitative researchers work with small samples of people and study their data in depth. Since the Mogwase Circuit in the Rustenburg District has a total number of secondary schools falling within the category of dysfunctional and poorly performing schools, all the principals from these six schools were used for focus group interviews.

4.3.4 Where and how interviews were conducted

Six principals from dysfunctional and poorly performing schools were interviewed. The interviews were conducted after school hours. All the respondents had agreed on the selected venue and time for the interviews. The venue was selected because it was easily accessible to all the respondents. To allow flexibility of communication on the part of the respondents the circular seating arrangement was provided. The circular seating arrangement also allowed some informality and sense of freedom. The respondents were reassured about confidentiality even though I was recording the information they provided.

4.4 TRANSCRIPTION OF INTERVIEWS

Transcription can be enormously useful in data analysis and later in replications or independent analysis of the data (Patton, 1990:349). Furthermore, it permits other researchers to have direct access to the data about which claims are being made. Thus, making analysis subject to detailed public scrutiny and helping to minimise the influence of personal preconceptions or analytic biases (Krueger, 1994:18). Transcripts can be reused in a variety of investigations and can be re-examined in the context of

new findings (Heritage, in Silverman, 1993:119). In this research the interviews were transcribed verbatim.

4.4.1 Focus group interview: Questions

In the focus group interview not only relevant questions were asked but there were some with a level of abstraction. Use of cues was also made to maximise the quality of analysis. The interview questions were as follows:

- What do you think the EAZ intervention strategy introduced the induction of principals for?
- How are the induction programmes organised by the EAZ?
- How do you think the induction of principals will help to resolve the problem of poor grade 12 results?

4.5 CODING

The audio-tapped interviews were transcribed. The researcher then worked through each transcription, she then identified the units of analysis by underlining themes. Corresponding themes were grouped together into categories and sub-categories.

4.6 IDENTIFICATION OF CATEGORIES

The data obtained from the interviews were organised into themes and sub-categories within which they function. Direct quotations were presented verbatim, without corrections, as part of the explanation of the categories. Symbol "P" was used, where P1 refers to the first principal interview, P2 to the second and "R" used for the researcher.

4.7 DATA ANALYSIS

The analysis of data is done inductively, meaning that no prior themes and categories were developed. The responses are structured according to the three main themes namely: educational leadership, accountability, and competency that were identified through data analysis.

Under these three themes, various categories and sub-categories were identified. Although these are presented separately, it will become evident that there is an inevitable degree of overlapping between some of the categories. For purpose of clarification and reference, a summary in table 4.2 of the main themes, categories and sub-categories is given.

Table 4.2: Themes, categories and sub-categories identified through data analysis

THEME	CATEGORY	SUB-CATEGORY
1. Educational leadership	Understanding of principles	<ul style="list-style-type: none"> • Demonstrating commitment • Professional development • Ongoing evaluation of teaching practice
2. Accountability	Achievement of agreed outcomes	<ul style="list-style-type: none"> • Clear accountability relationships which are evident • Appropriate review, monitoring and evaluation • School effectiveness communicated to stakeholders
3. Competency	Management of structures and processes	<ul style="list-style-type: none"> • Utilisation of physical and human resources • Establishment of short, medium and long term goals • Knowledge of managerial skills

These themes, categories and sub-categories will be discussed, followed by substantiating quotes from respondents. Quotations are given verbatim.

4.7.1 Theme 1: Educational leadership

Under this theme only one category was identified.

4.7.1.1 Understanding principles

This category yielded three sub-categories namely: demonstration of commitment, professional development and ongoing evaluation of teaching practice.

a. Demonstration of commitment

Respondents mentioned the fact that in the EAZ induction programmes it is emphasised that they must be committed to their work, commitment in the sense that there is proper planning and management will result into continuous improvement in teaching and learning.

"Like having proper planning from the beginning of the year and also to manage and administer our work well"

"Induction programmes guide us how to manage our schools properly through commitment"

b. Professional development

Respondents pointed out that the EAZ induction programmes have developed them professionally. Principals are now capable to give educators and learners the necessary support. In these induction workshops principals are also given a full support by the-EAZ when they need help because they meet almost after every two weeks. Through the induction programmes principals

understand principles of effective teaching, and apply these to achieve optimal learning outcomes.

"... providing support to educators and learners"

"... the people who monitor these programmes are supportive.."

"Induction programmes has inspired us principals to inspire others to contribute to developing and articulating shared educational vision ..."

c. Ongoing evaluation of teaching practice

It was pointed out by the researcher that in EAZ induction workshops they are also encouraged to have an ongoing evaluation of their teaching practice. This is because they cannot at the same time be aware of all the mistakes they are committing in their teaching practice, so ongoing evaluation of their teaching practice must be done.

"The EAZ induction programmes has revealed many things which we were not aware of"

"monitoring our plans is also of utmost importance"

4.7.2 Theme 2: Accountability

One category was distinguished under this theme namely: Achievement of agreed outcomes.

4.7.2.1 Achievement of agreed outcomes

Three sub-categories were distinguished namely: clear accountability relationships, which are evident, appropriate monitoring, review and evaluation and school effectiveness communicated to stakeholders.

a. Clear accountability relationships which are evident

Respondents pointed out that accountability plays a prominent role in the whole school development. The principal must be in the know that he is accountable for everything that is happening at school. Through the EAZ induction programmes accountability was established.

"... we are inducted on how to be accountable as principals for everything that is happening in our schools"

"Induction programmes really helps us to establish accountability process that are linked to the achievement of agreed outcomes"

"Partnership in education is a key to our success"

b. Appropriate review, monitoring and evaluation

The researcher pointed out that, in induction programmes for principals organised by EAZ, reviewing, monitoring and evaluation of the work must be done. This will enable the principal to check whether he is on the right track.

"monitoring of our plans is also of utmost importance"

"our work as principals is also monitored by this team, to find out whether we are meeting the necessary requirements"

c. School effectiveness communicated to stakeholders

Respondents recommend that school effectiveness must be communicated to stakeholders.

"All stakeholders should be involved towards the education of the child"

4.7.3 Theme 3: Competency

Under this theme only one category was identified namely: management of structures and process.

4.7.3.1 Utilisation of physical and human resources

Respondents mentioned the fact that, poor utilisation of resources can result to poor performance. Some schools experience a severe shortage of textbooks and other facilities. So the EAZ induction programmes has come up with strategies to resolve the problem of resources and how they can be properly utilised in order to bring about improvement of results in schools.

"Induction programmes organised by the EAZ are there for the improvement of our schools, leadership and management of resources, meaning the physical and human resources"

"If we can't manage our resources properly we can't be in the position to produce better results at the end of the year"

4.7.3.2 Establishment of short term, medium and long term goals

Respondents pointed out that in EAZ induction programmes there is a need that principals should be inducted on how to develop their mission statements and their vision. For each and every school to run properly there should be a clear vision and a mission statement. Educators, learners and parents should be involved towards the attainment of the school's vision.

"Each school is supposed to have its vision and mission statement in order to achieve its goal"

"... developing and articulating shared educational vision focused on the achievement of optimal learning outcomes."

4.7.3.3 Knowledge of managerial skills

The researcher pointed out that some principals do not know their work well. Some of them exercise the authority they do not have. Many of the principals experience difficulties in understanding their assignments. So the EAZ induction programmes strive to help principals to know their work well by giving principals the necessary support and guidance.

"Their induction programmes are very much important because we are inducted on how to plan strategically, how to develop growth and how to manage our schools properly and some many other aspects"

"The EAZ induction programmes helps us a lot especially that most of us did not have direction in the past"

"Mmm! So these EAZ induction programmes are very much important because we have started realising the best ways of doing things"

"Induction programmes like the EAZ awaken and re-energies school principals for better management and administration and conditions in schools will improve"

Having provided a picture of the respondents and their perceptions of the need to induct principals, within the EAZ intervention strategy, a brief conclusion now follows.

4.8 CONCLUSION

In this chapter data analysis was discussed. Themes, categories and sub-categories were clarified by means of direct quotations from individual interviews with participants in this research. In the next chapter these themes will be consolidated to the literature and the relevant literature will be discussed.

CHAPTER FIVE

CONCLUSION, STRATEGIES AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter four steps followed to acquire information for the research were explained. A detailed description of methods used to collect data and investigation setting were given. Therefore, in this chapter the findings, strategies and recommendations of the research investigation will be discussed. –

5.2 IMPORTANT FINDINGS

The previous chapter summarised the responses of the investigation. In this chapter, the study puts into context previous research findings in the literature.



5.2.1 Induction of principals for educational leadership

In the researcher's opinion, educational leadership has strong influence on the smooth running of the school. Respondents mentioned that there is a need for principals to be inducted on quality assurance in order to understand principles by showing commitment in their work. This statement is supported by Preedy *et al* (1997:14) when they state that, in order to improve the performance, principals must be inducted on how to ensure quality of work done in schools. Effective management requires a well-developed statement of outcomes, clear responsibility structure and quality assurance systems designed to assess progress in meeting the outcome. Unclear and unidentified outcomes do not provide for clear delegation and responsibility (Drucker, 1993:53). According to Nunn (2000:3) the EAZ intervention towards induction of principals to monitor the improvement of plans by showing commitment. Monitoring the improvement of plans will result in the improvement of the performance of schools. Patterson (1990:121) states that

the EAZ induction programmes for principals are well organised to help principals to develop skills in key areas. A sense of professional vitality is the product of an intensely personal quest that leaves professional activities into the fabric of whole life. The EAZ induction programmes provide an effective program which has well-defined objectives that reflect the needs of principals and the specific philosophy of the system (Rebore, 1991:136)

Therefore, it can be concluded that educational leadership should be based on understanding principles, demonstrating commitment and professional development.

5.2.2 Accountability

Respondents have pointed out that accountability plays a very prominent role in the whole school development. As a principal one must be accountable for everything that is happening in ones school. Many principals experience difficulties in understanding their assignments and many of these are related to lack of clear conception of the school's mission and its goal (Casterter, 1990:270). According to Coleman and La Roque (1990:67) organisational culture in general and shared norms in particular are crucial determinates of organisational change, this is achieved through "reaching out" which includes both vision and "range". Most of the motivating power comes from leader's enthusiasm and self-confidence. A leader with confidence and energy dissipates those doubts and convinces educators of the rightness of their work (Smith & Piele, 1996:59).

Some respondents mentioned that school effectiveness be communicated with stakeholders. This is supported by Robbins (1993:120) when he stated that, the principal is of the utmost importance that he/she should know how to communicate as successfully as possible to achieve his/her own objectives as well as the goals and objectives of the school. The EAZ intervention strategy towards induction of principals, aim at improving communication between parents and principals. The advantages of communication for principals are to give feedback, to change opinions and attitudes, to gain information and to

give information, to show accountability on everything done (Du Preez, 1991:216). This is also supported by Leithwood (1995:102) who stated that gaining and giving information can be influenced by school climate, the behaviour of subordinates or as well as parents in the community in many ways. These subordinates perception of the school climate is an important consideration. This perception may differ from reality but it remains a factor, which influence communication and behaviour of subordinates (Robbins, 1993:123).

5.2.3 Competency

Respondents mention that poor utilisation of resources can lead to poor performance. The EAZ intervention strategy towards the induction of principals has come up with the strategy to help principals to manage the resources properly. According to Hanna (1997:162) an understanding of management of resources should be developed in relation to the functioning of the educational organisation as whole. The problem facing principals in making resources allocation, decisions, especially those concerning the most efficient and productive mix of learning resources and educational activities is the absence of a world specified knowledge base that gives a "blue print" of efficient methods (Cuttance, 1994:218). According to Graham and Bennet (1990:149) human resource management concerns all levels and every section of management which entails two inseparable interwoven process which are: personal supply and personal utilisation.

Therefore, there is a dire need for EAZ induction programmes to include utilisation of physical and human resources for them to be managed properly as this is the problem in many schools which leads to poor performance.

Respondents emphasised the need for principals to be inducted on how to develop their school's vision and mission statements. This is supported by Bayne-Jardin and Holly (1994:24) when they stated that clear and shared goals provide unity, help channel and target resources with the school programmes, can foster collaboration and establish criteria for school's

success that permits assessment and progress. This takes a clear form of a clear vision of what the school should be, which is translated into concrete objectives and communicated to the staff in such a way to influence what they do in their professional roles (Smith & Piele, 1996:260-261).

According to Castetter (1991:261) professional roles can be influenced by the implementation of school's mission which can be seen most clearly in the curriculum. Principals are inducted to provide informed advice and communicate priorities of improvement and understanding of all goals should be shared between instructional leaders (Duigan & Mc Pherson, 1992:36). Nunn (2000:1-5) states that the EAZ intervention strategy towards induction of principals emphasised that the principal should take several kinds of actions to enhance the learning climate in their schools by communicating instructional goals, establishing high expectations and by establishing an orderly positive learning environment with a clear discipline code.

Therefore, it can be concluded that each and every school must develop its vision and mission statement in order to run properly.

5.2.4 Induction of principals in management skills

Respondents agree fully that demands on the principal in general are more complex than they were in the past. They all concur that there is a need for principals to be inducted in management as it will enhance their performance.

In response to this view, Dekker and Lemmer (1993:3) states that ineffective and poor management and administration hampered schools. Patterson (1990:121) states that the EAZ induction programmes for principals are well organised to help principals to develop skills in key areas. According to Ashbough and Kasten (1995:16) the placing of an ineffective individual in any position of a competent person in the wrong position often leads to years of administrative grief, low individual productivity and interference with the system's goal attainment. The EAZ induction programmes aim at inducting principals on management and leadership towards change, which is

motivated by a healthy fascination and curiosity about human behaviour (Witaker, 1993:95).

From the above discussion, it can be concluded that change management is a complex and interwoven activity, and should be approached from various perspectives. Good management therefore, should be both task and people-orientated. Schools can only be transformed into learning organisation when principals and educators begin to reflect their professional practices.

5.3 DEVELOPMENT OF STRATEGIES

In an attempt to provide an answer to the research question: "what strategies can be developed with the regard to implementation of EAZ towards the induction of principals" the researcher drew up a list of strategies to be discussed bellow. These strategies have been drawn up on the basis of the research studies that have been conducted.

5.3.1 Induction of principals towards strategic planning

Strategic planning is of great importance because it encourages organisation, orderliness, planning and commitment. Planning strategically will enable the organisation to achieve its goal. Induction of principals to plan strategically will enable them to set priorities, meaning that all matters requiring attention must be attended to in order of importance. Smith and Piele (1996:260-261) in their research discovered that principals need to provide informed advice and communicate priorities of improvement in a class or a program and an understanding of instructional goals should be shared between instructional leaders. No one person can be an expert in each area of learning, however, when induction of principals is implemented a school can have both theoretical and working knowledge of all areas of teaching. In order to avoid disorganisation of school activities principals should be inducted to plan ahead. The principal needs to distinguish between long and short-term goals. Strategic planning seeks to create a better future by encouraging educational partners to join together in defining and achieving important results. Along

with our conventional education planning and doing efforts, are seriously wanting, simply attempting to increase the efficiency of our current efforts in choosing to work harder without smarter (Drucker, 1993:53).

5.3.2 Induction of principals for quality assurance

Effective management requires a well-developed statement of outcomes, clear responsibility structure and quality assurance systems designed to assess progress in meeting these outcomes. Unclear or unidentified outcomes do not provide for clear delegation and responsibility. Quality management on the other hand emphasises gradual or continuous improvement rather than structural or large-scale change. Principals should be inducted to monitor the improvement of plans (Nunn, 2000:3). To monitor the improvement of plans will result to the improvement of the performance of schools. The quality management approaches can be criticised for a failure to recognise the necessity for both continuous improvement and significant structural change in complete organisations (Cuttance, 1993:218).

5.3.3 Induction of principals towards managing partnership with governors

Social contracts are important because parental involvement is one of the problems perceived by the monitoring team. Parents should be involved in the governance and advocacy by the principal. The school governing body should focus on where it can add most value. That is, in helping to decide the school's strategy for improvement, expectations and promoting effective teaching and learning. Most principals and administrators believe that parent involvement is the key to parent partnership with the school and community (Bechtol, 1991:24).

5.3.4 Induction of principals towards shared goals

Shared goals provide unity, help channel and target resources within the school programmes, can foster collaboration and establish criteria for the

schools success that permits assessment or progress. According to Bayne-Jarding and Holly (1994:24) shared goals takes the form of a clear vision of what the school should be, which is translated into concrete objectives and communicated to the staff in such a way to influence what they do in their professional role. Principals should be inducted to provide informed advice and communicate priorities of improvement and an understanding of all goals should be shared between them.

5.4 RECOMMENDATIONS

Taking into account the findings of this research, the following suggestions for further research are made:

Recommendation 1: Induction programmes should not be for principals and deputy principals only but should also accommodate educators.

Recommendation 2: Principals must be thoroughly monitored in their schools to find out whether they are implementing induction strategies correctly.

Recommendation 3: Induction programmes must cater for regular review of learning outcomes.

Recommendation 4: Induction workshops must be held on monthly basis and not on quarterly basis.

Recommendation 5: Induction programmes must include change management because principals should be conversant with key concepts, skills and transformation

5.5 FURTHER RESEARCH

The researcher recommends that further research be conducted to probe and focus on leadership skills more especially in financial management, multicultural school management and change management.

5.6 CONCLUSION

This chapter has provided important findings drawn from data analysed for this investigation. Recommendations were given, based on literature review as well as data collected through focus group interviews. The researcher in this study attempted to cover all aspects done during the induction workshops and outlined strategies that can be used to improve the skills, competencies and attitudes of principals as well as enhancing the culture of learning and teaching.



BIBLIOGRAPHY

ANTHILL, L. and CLARE, C. 1991: *Office information system*. Oxford: Blackwell

ASHBOUGH, C. R. and KASTEN, K. L. 1995: *Educational leadership*. New York: Longman.

BAILEY, A. J. 1990: *Support for school management*. New York: Longman.

BAYNE, J. and HOLLY, P. 1994: *Developing quality schools*. Honkong. Graphical typesetters.

BECHTOL, W. M. and SORESON, J. S. 1993: *Restricting schooling for individual student*. Needman Heights: Library of Congress Catalogue in Publication Data.

BENNET, R. V. 1992: Effective collaboration in teacher education. *Action in teacher education*, 14 (1): 52-56.

BRANDT, R. 1991: On parents and school: A conversation with Joyce Epstein. *Educational leadership*, 47 (2): 24-27.

BUDEL, L. J. 1992: *Practical school management*. Pretoria: Acacia Books.

CAMBELL, J. and NYSTRAND, M. 1991: *Organisation and Management in schools*. New York: Longman.

CASTETTERS, W. B. 1990: *The personnel function in educational administration*. New York. Macmillian.

COLEMAN, P. and LA ROQUE, 1990: Reaching out: instructional leadership in school district. *Peabody Journal of Education*, 65 (4): 60-89.

CREESE, M. J. 1990: Management development. *The way forward school organisation*, 11 (2): 223-229.

CRESWELL, J. W. 1994: *Research design, qualitative and quantitative approaches*. Thousand Oaks: Sage.

CUTTANCE, P. 1994: School effectiveness and school improvements. *Educational Leadership*, 5(2). 101-126.

DEKKER, E. I. and LEMMER, E. M. 1993: *Critical issues in modern education*. Durban: Butterworths Publishers.

DENZIN, M. K. and LINCOLN, Y. S. 1994: *Handbook of qualitative research*. Thousand Oaks: Sage.

DEREK, E. S. P. 1993: *Competence for school managers*. Clays.

DE VOS, A. S. 1998: *Research at grassroots*. Pretoria: JL Van Schaik.

DRUCKER, P. F. 1993: *The age social transformation*. New York: Harper Business.

DUIGAN, P. F. and MACPHERSON, R. J. S. 1992: *Educative leadership*. Hong Kong: Falmer.

DUKE, D. L. 1991: *School leadership and instructional improvement*. New York: Random House.

DU PREEZ, E. P. 1991: *Optimal utilisation of facilities*. Port Elizabeth: University of Port Elizabeth.

EVERARD, B. and MORRIS, G. 1990: *Effective school management*. Great Britain: Paul Chapman Publishers.

FALMER, S. 1996: *Developing stress management programmes*. London: Sage Publication.

FOSTER, W. F. and SMITH, M. T. 1997: *Supporting educational management in SA international perspectives*. Canada: MC Gill University.

GABOR, P. 1994: *Sampling. Social work research and evaluation*. Itasca: In Peacock.

GORTON, R. A. and THIEBACH-SCNEIDER, G. 1991: *School based leadership*. WMC Brown: Dubuque

GRAHAM, H. T. and BENNET, R. 1990: *Human resource management*. London: Itman.

HALLINGER, P. 1998: Changing norms of principals leadership in the United States. *Journal of education administration*, 3 (4): 56-63.

HANNA, D. 1997: *Educational management*. Pretoria: Acacia Books.

HENNING, E. 1995: Qualitative research: soft or solid option? *South African Journal of Education*, 15 (1): 29-34.

HART, A. W. and WEINDLYNG, D. 1996: *Developing successful leaders*. Netherlands: Kluwer Academic Publishers.

KAUFMAN, R. HERMAN, R. and WALTERS, K. 1996: *Educational planning strategic tactical operational*. Switzerland: Technomic.

KREFTING, L. 1991: Rigor in qualitative research: the assessment of trustworthiness. *The American Journal of Occupational Therapy*, 45 (3): 214-222.

KRUEGER, R. A. 1994: *Focus groups. The practical guide for applied research*. Thousand Oaks: Sage Publication.

LAZARUS, R. S. 1997: *Cognition and motivation*. New York: Springer.

LEITHWOOD, K. 1990: *Effective school district leadership*. Albany: New York Press.

MASON, J. 1996: Qualitative research: soft or solid option? *South African Journal of Education*, 15 (1): 29-34.

MAXWELL, J. A. 1996: *Qualitative research design: an interactive approach*. California: Sage.

MAYKUT, and MOREHOUSE, R. 1994: *Beginning qualitative research*. London: Falmer.

MILES, M. B. and HUBERMAN, A. M. 1994: *Qualitative data analysis*. Beverly Hills: Sage Publications.

MOUTON, J. and MARAIS, H. C. 1990: *Basic concepts in the methodology of social sciences*. Pretoria: Human Sciences Research Council.

NUNN, G. D. 2000: *National monitoring forum*. Gauteng Development Department of Education.

PAISEY, A. 1991: *Organisation and management in schools*. USA: Longman.

PATTERSON, 1990: *Leadership for schooling*. New York: Longman.

PATTON, M. Q. 1990: *Qualitative evaluation and research methods*. Newbury Park: Sage Publication.

PREEDY, M.; GLATTER, R. and LEVACIC, R. 1997: *Educational management strategy and quality resources*. Buckingham: Open University Press.

REBORE, W. R. 1991: *Personnel administration in education*. USA: Prentice International.

RICH, D. 1990: *Teachers and parents*. Washington DC: National Education Association.

ROBBINS, S. P. 1993: *Organisational behaviour*. USA: Prentice Hall.

SILVERMAN, D. 1993: *Interpreting qualitative data*. London: Sage Publications.

SMITH, S. C. and PIELE, P. K. 1996: *School leadership*. USA: Library of congress cataloguing in Publication Data.

STAKE, R. E. 1995: *The art of case study research*. London: Sage.

STRAUSS, A. L. and CORBIN, J. 1990: *Basic of qualitative research: Grounded theory procedures and techniques*. Newbury-Park: Sage.

THEMBELA, A. J. and WALTERS, R. A. 1997: *Teaching science 3*. Cape Town: Maskew Miller.

THERON, P. F. and BOTHMA, J. H. 1990: *Guidelines for head master*. Pretoria: Van Schaik PTY (Ltd).

WALKER, J. C. 1993: *Knowledge, culture and curriculum*. London: Falmer.

WALLACE, M. 1991: *School centred management training*. England: Paul Chapman.

WITHTAKER, P. 1993: *Managing change in schools*. Philadelphia: Open University Press.

WOODS, C. L. NICHOLSON, E. W. and FINDLEY, D. G. 1990: *The Secondary School principal*. Boston: Allyn and Bacon.



TRANSCRIPTION OF AN INTERVIEW

P = Principal

R = Researcher

R: QUESTION 1

What do you think the EAZ intervention strategy introduced the induction of principals for?

P1: Mm! I think that these induction programmes have been introduced by the EAZ in order to alleviate many problems encountered by principals in their schools which ultimately resulted into poor grade 12 results.

R: So who are involved?

P1: Only principals for secondary schools are involved in these induction programmes, and we attend the workshops almost after two weeks.

R: Your contribution sir.

P2: We did have induction programmes in the past but we were just inducted on many things. So I think the EAZ induction programmes are different from the others which we attended in the past, because the main concern of this induction programmes is to come out with strategies that we can implement to manage our schools properly so as to bring about some improvements.

R: Let's hear from you mam, what do you think led to the introduction of EAZ induction programmes for principals?

P3: I think this was introduced after the department has realised that management in schools is not done properly but I do think that the theory issue was this Grade 12 results which has dropped tremendously. So the

induction workshop would like to come up with some strategies for we as principals to show competency in our work.

R: What do you mean? Let's hear from you mam.

P4: I would like to align myself with what lady has said. Induction programmes organised by the EAZ are therefore the improvement of our schools, leadership and management of structures like resources meaning the physical and human resources. If we can't manage our resources properly we can't be in the position to produce better results at the end of the year. So these induction programmes were introduced after realising the high failure rate of Grade 12 students in 1999.

R: And you sir!

P5: Ja! The main aim of introducing these EAZ induction programmes was really to come up with strategies to alleviate the problem of Grade 12 results which had dropped tremendously in 1999.

R: Let us hear your opinion sir. Why was this EAZ induction programmes for principals introduced?

P6: The main worry of the department was that the Grade 12 results has dropped, and that some strategies have to be developed in their induction programmes in order to promote the Grade 12 results; after realising that the main problem lies with the principal and his management.

R: QUESTION 2

How are the induction programmes organised by the EAZ?

P1:-Mmm! Yes! I think so even though we started having a wrong concept about EAZ induction programmes. We thought of it being subjective rather than objective. But after realising how it works during induction workshops, I

then changed my perception and realised that it is something good and that it is an ongoing process that will help us a lot.

R: Sir, what do you think about this EAZ induction programmes, will it help us to improve our Grade 12 results.

P2: Firstly, I thought that their induction programmes were on a fault finding mission. The induction programmes has revealed many things which we were not aware of. In a way it will help us to overcome the problems we are encountering in our school. Like having the school mission statement which involves learners and educators. Each school is supposed to have its vision and mission statement in order to achieve its goal.

R: What kind of things?

P2: Like having proper planning from the beginning of the year and also to manage and administer our work well. Monitoring our plans is also of utmost importance.

R: I see, Yes, sir let us get your input.

P3: These induction programmes will help in the improvement of Grade 12 results because we are inducted on how to be accountable as principals for everything that is happening in our schools. Induction programmes really helps us to establish accountability process that are linked to the achievement of agreed outcomes.

R: What do you think about this EAZ induction programmes madam?

P4: I think the EAZ induction programmes is here to help us, to guide us how to manage our schools properly through commitment. Setting long term personal development goals and participating in an ongoing professional learning. We must all get committed in order to reach our goal. Parents, learners, educators, all of them.

R: Your thinking mam?

P5: Firstly I had the fear of the unknown, thinking that we are going to be chased away from the system, because of may be being regarded as ineffective. It was as if we were watched with a "big eye" or scandalised. But when we started attending these induction programmes it was then that I realised how important they are. You can just realise from the way we are inducted, the way we are given the necessary support, and the way we are guided that really something fruitful will come out at the end of the day.

R: Sir

P6: Really previous speakers have said a mouthful. These EAZ induction programmes are of utmost importance to us. Ever since the democratic South Africa came to power the old monitoring tools, for example, class visits by the then inspectors were seen as biased monsters, undemocratic and unfaithful as they targeted certain individuals to be expelled, demoted and tortured but this is not the case with EAZ induction programmes. The EAZ induction programmes has inspired us principals to inspire others, to contribute to developing and articulating shared educational vision focused on the achievement of optimal learning outcomes.

R: QUESTION 3

How do you think the induction of principals will help to resolve the problem of poor Grade 12 results?

R: Let's hear your opinion sir!

P1: In our induction programmes we are guided to follow a specific patterns to complete our syllabuses, as we all know that when the syllabus is complete it can result to poor performance. I think the way they have structured on how to go about with the syllabuses will ultimately help us to complete the syllabus in

time. There is a sure case that we shall get an ample chance to make a thorough revision and ultimately better results.

R: What is your opinion in this regard sir?

P2: Definitely our Grade 12 results is going to improve tremendously, this EAZ really intends to help us improve our results. We are learning a lot from these induction programmes, the people who monitor these programmes are supportive and always at our disposal if we need help. Our work at school is also monitored by this team, to find out whether we are meeting the necessary requirements

R: Is that true? Let's hear your opinion madam.

P3: Firstly I had a negative feeling about this EAZ. Err! Thinking it has been put in place to fire most of us here from our jobs, and also thinking that we are as sought of exposed that we are not capable, but learners that we teach in our schools really has contribute a lot toward this failure rate, but maybe implementing the strategies to come up with something better that EAZ has introduced will definitely work. Their induction programmes are very much important because we are inducted on how to plan strategically, how to develop growth and how to manage our schools properly and some many other important aspects.

R: And you mam!

P4: Induction programmes by EAZ has revealed some of the things which we were not aware of. You will not always be able to know the wrongs that you are doing until someone shows you that here and there you have went wrong. Mmm! So these EAZ induction programmes are very much important because we have started realising the best ways of doing things. I am definitely sure that we shall improve our results even though they can not be 100%. Partnership in education is a key to our success. All stakeholders should be involved towards the education of the child.

R: Sir

P5: Hey! Looking deeper into things these induction programmes are very much important to us but someone is afraid of what will happen if we do not meet the requirements as it is expected. Will this not lead to retrenchment after realising that we have failed to implement what is needed? All in all what I can say is that this will be of much help to us if we can just implement what we have been inducted on correctly. Induction mostly involves reviewing of plans, monitoring and evaluation.

R: Let us get the last contribution.

P6: Err! The EAZ induction programmes really helps us a lot especially that most of us did not have direction in the past. Some of us it is their first time to have Grade 12 in their schools so they did not have the knowledge of doing about with all expected from them. They just started in the dark and that is why they have obtained lower percentages. But after these induction workshops I have realised my competency.

R: In fact, what was your percentage pass last year?

P6: 15% Ja! This was bad but I think that now that I have been inducted there will be an improvement of results this year from the one I obtained last year. You just get that mood of improvement from the programmes. And promise that we are going to do it at the end of the year. I do support this intervention strategy and ready to implement whatever required for the betterment of schools Grade 12 results is the aim behind the whole system. The old time knowledge of leadership needs to be revived to match time and change. The induction workshops like this one for trapped schools will probably reawaken and re-energise school principals for better management and administration and conditions in schools will improve. Schools need sound management, which is characterised by discipline, which provides conducive atmosphere of learning. If learning is proper, good results are eminent.