SCHOOL OF EDUCATION

EXPLORING THE LIVED LEADERSHIP AND MANAGEMENT EXPERIENCES OF TWO ETHUSINI CIRCUIT PRIMARY SCHOOL DEPUTY PRINCIPALS: A NARRATIVE INQUIRY

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A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Education in the discipline of Educational Leadership Management and Policy

College of Humanities, School of Education

Edgewood Campus

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DECLARATION

I, Jeoffrey Veerasamy declare that:

    i.   The research reported in this dissertation, except where otherwise indicated is my original work.

    ii.   This dissertation has not been submitted for any degree or examination at any other university.

    iii.   This dissertation does not contain other persons' data, pictures or other information, unless specifically acknowledged as being sourced from other persons.

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        a) Their words have been re-written but the general information attributed to them has been referenced;

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Jeoffrey Veerasamy (215080790)

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INYUVESI YAKWAZULU-NATALI

12 August 2019

Mr Jeoffrey Veerasamy (215080790)
School of Education
Edgewood Campus

Dear Mr Veerasamy,

Protocol reference number: HSS/0391/019M
Project title: Exploring the lived leadership and management experiences of two Ethusini Circuit primary school deputy principals: A narrative inquiry

Approval Notification – Expedited Application

In response to your application received on 04 April 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Rosemary Sibanda (Chair)

/ms

Cc Supervisor: Ms P Mthembu
cc Academic Leader Research: Dr Ansurie Pillay
cc School Administrator: Ms Sheryl Jeenarain

SUPERVISOR'S AUTHORISATION

This dissertation is submitted with my approval.

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Supervisor: Dr Pinkie Mthembu

Date: _____

LIST OF ABBREVIATIONS AND ACRONYMS

ALT   Adaptive Leadership Theory

COP   Community of Practice

CPTD   Continuous Professional Teacher Development

DOE   Department of Education

DP   deputy principal

DUT   Durban University of Technology

IQMS   Integrated Quality Management System

JP   Junior Primary

LTSM   Learning and Teaching Support Material

OBE   Outcomes Based Education

OS   Occupational Socialisation

PAM   Personnel Administrative Measures

PAYE   Pay as You Earn

PLC   Professional Learning Community

SASA   South African Schools Act

SA-SAMS   South African School Administration and Management Systems

SGB   School Governing Body

SMT   School Management Team

SSI   Semi-structured Interviews

UIF   Unemployment Insurance Fund

ACKNOWLEDGEMENTS

For I know I the plans I have for you says the Lord. Plans to prosper you and not to harm you. Plans to give you hope and a future.

Jer 29:11

My faith has always played a huge part in my life as a child and as an educator. I firmly believe that I am in this profession due to divine intervention. It is for this reason that I would like to acknowledge the role of God in my life. He has been the foundation on which I build all my success. I would not have been able to accomplish the things I have if it were not for His grace and divine provision. He has been the constant in my ever-changing landscape.

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ABSTRACT

Deputy principals are leaders who are second from the top in the school hierarchical structure. There are some discourses that state that DPs are forgotten leaders or unsung heroes. Other scholars refer to them as the lifeblood or the engine of the school. DPs are responsible for a number of different roles as they navigate their way through a normal school day. Their most important role, however, is to assist the principal in carrying out the different administrative functions they are responsible for. There are debates concerning the actual roles that DPs fulfil at school which has led to some DPs arguing that there are role conflicts and role ambiguities relating to their responsibilities. The focus of this study was to understand the lived management and leadership experiences of two primary school deputy principals. This study took the form of a narrative inquiry in an attempt to understand the lived experiences of DPs in a primary school as very little literature focused on their lives. Field texts were generated using a collage inquiry, artefact study and a semi-structured interview. These field texts formed the basis of the narratives that retold the stories of their lives. The analysis of the narratives brought to the fore the following findings. The personal and professional identities of the DPs were heavily influenced by their faith and their family. The DPs indeed had a wide range of responsibilities, but their main focus was on maintaining school discipline and tending to departmental administrative tasks. Findings revealed that there exist some DPs who debunk the popular perceptions that DPs are under-utilised and unhappy. The DPs of this study revelled in collaborative projects and viewed this as one of their favourite school highlights. Dealing with problem parents and having to reprimand and even discipline colleagues were viewed as being not so pleasant. Both DPs had different future aspirations. Whilst one was confident of being the next principal of the school and actively pursues it; the other would like to retire to the countryside and not think of school again. We are learning from the storied narratives of the DPs that collaboration through teams as well as mentoring of Deputy Principals are vital for DPs to be able to navigate and adapt in their complex leadership terrain in schools

Contents

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

DPs play an important supporting role to the principals as they assist with the various administrative and managerial tasks that are assigned to the principal by the DoE (Shore & Walshaw, 2018). The focus of this study was to understand the lived leadership and management experiences of primary school deputy principals (DPs) in the Ethusini circuit of Durban. Little is known of the experiences of DPs which has led scholars to identify deputy principals as forgotten leaders (DeWitt-Olivier, 2013) and a wasted resource (Daugherty, 2017). It is hoped that this study may address these shortcomings. The study begins with the background which sets the scene for what is to come. The rationale follows which describes the personal, practical and social justification for the study. Following the rationale is the presentation of the key research puzzles which outlines the framework for the study. The key concepts are then discussed which is followed by a brief outline of the different chapters which bind this study together into a cohesive discourse.

1.2 Background to study

Decentralisation of power in schools has placed emphasis on the role of school leadership in ensuring that schools perform according to the prescripts of policies of the DOE (Koalepe, 2013). With an increased focus on the school's role in preparing students to be responsible citizens in South Africa through providing quality education; especially with the demands of the 21st century, research has focused on the role of the principal (Blose, 2018; Chikoko, Naicker, & Mthiyane, 2015; Lumby, 2015). However, deputy principals have been neglected in literature and research studies. Emphasis has been placed on the experiences of principals to highlight important features of education leadership (Chikoko et al., 2015; Lumby, 2015) as they are seen as the focal point of school leadership (Blose, 2018; Lumby, 2015). While the leadership of the deputy principal is becoming increasingly central to the success of a school, little is known about their role (Blose, 2018). DPs of primary schools are often forgotten leaders as the emphasis is on the principals and the Senior Certificate results (Hartzell, 1993; Dewitt-Oliver III, 2013). There are a few studies drawing attention to the role of DPs of high schools and their leadership roles (Armstrong, 2012; Bhengu & Myende, 2016; Glanz, 1994; Koalepe, 2013; Mitchell, Armstrong, & Hands, 2017; Myende, 2014).

Moreover, there seems to be a dearth of studies that speak about the lived experiences of DPs in a primary school. There are debates and discussions concerning the roles and responsibilities of DPs. Some debates have highlighted their relationship with the principal (Barnett, Shoho & Oleszewski, 2012) whilst others have brought to the fore their professional development needs (Kwan, 2009). If this current trend persists then little would be known of their lived experiences. In a South African context, Blose (2018) brought to the fore the lived experiences of high school deputy principals across quintiles. There appears to be a disconcerting silence around the lived experiences of DPs in a primary school. This study attempts to fill that void by foregrounding the lived experiences of DPs in a primary school through a narrative inquiry as they carry out their daily responsibilities in the hope of shedding more light into their lives as leaders.

1.3 Rationale and motivation for the study

The rationale for a study using a narrative approach requires justification on three fronts: personal, practical and social justification (Clandinin, 2013). The section below highlights these points.

1.3.1 Personal justification

Attending school (inclusive of home-schooling) from a specific age is an activity that is governed by the law of the land (RSA, 1996). This means that most children and adults would have been exposed to or would have heard of the position of DP (Deputy Principal). My primary school days are shrouded in a cloud of disjointed memories as I was not really interested in school. I only began to take school seriously in grade six. I, therefore, have no recollection of who was my deputy principal. I knew who my principal was because he was the father of my good friend. It was also by coincidence that my deputy principal at high school happened to be a friend that I made during my grade 8 year. He was a kind and humble man who was well-liked. He was in charge of discipline and I always admired the way he used to treat the learners. His demeanour and attitude to teaching were reasons that compelled me to become a teacher and aspire towards leadership. Before becoming a teacher, I was a Sunday school teacher and also a member of the church Executive Council. These experiences have helped me in my choice of career. I have subsequently become a teacher. I have been in the education profession for the last twenty-one years. My interaction with school district officials and SMT members from other schools has led me to believe that the current educational environment is a contested one, where accountability and maintenance of standards are closely scrutinised by the Department of Education. The educator's

unhappiness with the syllabus and assessment standards coupled with disciplinary issues (both learner and staff) and other challenges lead to DPs being faced with contestations that need their constant attention. This scenario calls for suitably experienced individuals to adopt leadership strategies to embrace these turbulent times and lead with tenacity (DeWitt-Oliver III, 2013). It is of importance that the voices of these deputy principals are heard so that their experiences are brought to the fore (Bulawa & Mhlauli, 2018). I also posit that these voices may be best heard in the form of a narrated story which brings to light their emotions, thoughts and feelings. My day is spent dealing with a wide range of issues. On any given day I spend a part of my day teaching whilst the majority of the day is spent on administrative tasks. I have to see to the disciplinary needs of the school whilst ensuring that the academic standard is maintained and if possible, exceeded. Further to this, the experience I had gained from being a young man in the Executive Council of my church has helped shape the way I influenced proceedings at school. My hope in doing this study was thus to gain an understanding of the lived experiences of DPs so that further insight could be gained into their lived experiences and the way they practice leadership.

1.3.2 Practical justification

The responsibilities of a deputy principal are far-reaching and encompass a wide range of activities. Their main responsibilities include assisting the principal and having a good knowledge of all the administrative functions of the school (Personnel Administrative Measures, 2016). Further to this, the DP is responsible for the discipline of the school, maintenance of academic standards, maintenance of the infrastructure, sports, LTSM, communication with all stakeholders and supervision of the Departmental Heads. The DP is also responsible for running the school when the principal is not present at school. The DP is thus a very valuable cog in the effective running of the school. DPs are second in charge of the school and may even deputise for the principal. Their day may be filled with experiences that may be of interest. However, little is known of their personal and professional experiences as well as their socialisation into their roles. This study aims to shed a little light on the lived experiences of two particular DPs of primary schools and how these experiences influence their leadership roles and practices as well as their future aspiration.

1.3.3 Social justification

The role of the DP is to support the principal in managing and promoting the instruction of learners and to have a working knowledge of the school's administrative practices (RSA, 1996). Their job description is dictated by policy as laid out in the Personnel Administrative

Measures document (PAM, 2016). The DP plays a pivotal role in ensuring the smooth running of a school and is an important resource at the principal's disposal (DeWitt-Oliver III, 2013). Their roles are multifaceted and diverse including discipline, academic head, building and ground maintenance, finance and mentoring (Blose & Naicker, 2018). Studies on DPs focussed on high school deputy principals (Blose, 2018; Harvey, 1994; Mphatsoe, 2013; Peters, Gurley, Fifoltz, Collins, & McNeese, 2016; Shore & Walshaw, 2018). There have been studies conducted on specific responsibilities of DPs in high schools like their responsibility of assisting the principal (Barnett, Shoho & Oleszewski, 2012) or their professional development (Kwan, 2009) and their workload (Barnett, Shoho & Oleszewski, 2012; Kwan, 2009). Given the scope of the DP's responsibilities, there is still a paucity of research that speaks of their lived experiences. Further to this, there are even fewer studies that address the experiences of primary school DPs. I propose to, therefore, explore the lived experiences of two primary school DPs to retell the stories of their experiences and practices so that more light could be shed about this important leadership position.

1.4 Key research puzzles

Some of the terminologies used in a Narrative Inquiry are different from other methodologies. One such instance is the use of the phrase research puzzles instead of research questions (Clandinin, 2013). This study sought to address four research puzzles which are discussed below:

1. **Who are the deputy principals that are leading primary schools?**

   This key puzzle sought to bring to the fore the identities of the DPs who are leading primary schools. Further to this, it was hoped that by delving into their identities it may bring out the different identities that they assume when they are confronted by a particular situation.

2. **What are the experiences of deputy principals regarding their roles and responsibilities as leaders in a primary school?**

   DPs are leaders in their own right and their day is spent shifting between the different responsibilities and roles that they have been entrusted with. The experiences that they have as they engage in their responsibilities may not often be evident to everyone. This question hopes to determine their DPs different leadership and management experiences in a primary school.

3. **How do deputy principals' experiences and practice shape their future career choices as leaders?**

The last question delves into the future aspirations of the DPs taking into considerations their particular lived experiences. The position of a DP is often seen as a springboard for future promotion if the incumbent has this as a personal goal.

1.5 Key Concepts

In the section below the key concepts that run through the study are discussed. These are: leadership, management and lived experiences.

1.5.1 Leadership

Leadership may include a person or group that is able to encourage change by directing and influencing others to work towards achieving certain organisational goals (Hersey, 1997). Leadership may also indicate an act where one or more persons are able to influence and equip followers who have particular skills to undertake certain tasks that may achieve organisational goals (Winston & Patterson, 2005). Leadership is the act of influencing followers into doing an organisation's desired action (Bush, 2011). Leaders are people who study the status quo of a particular situation and then challenge that behaviour by encouraging new behaviour that may improve outcomes; by looking at goals that are long term (Yukl, 1989). From the above it would appear that discourse around leadership identifies influence as a key construct. Leadership for this study may, therefore, be viewed as the ability of a person or group to influence people into carrying out and following directives in order to achieve the particular objectives of the organisation; possibly through contestation and change.

1.5.2 Management

Management involves the act of controlling, planning, organising, problem-solving and staffing to achieve desired goals (Caldwell, 1992). Management is the efficient planning and control of resources in order to achieve organisational goals (Bush, 2011; Northouse, 2007). It can also relate to the organisation and delegation of responsibilities in order to reach a particular objective (Lunenburg, 2011). Taking these into consideration, I therefore, articulate management as the desire to achieve particular goals through the effective maintenance of organisational arrangements through planning, controlling, organising and problem-solving.

Although the term Deputy Principal is not a key concept, I would like to clarify this term as different countries use a different title for this position. The term Deputy Principal may be one that is not used in all contexts. In South Africa, the position that is below the principal is officially titled deputy principal (PAM, 2016). The middle manager is also a title that is ascribed to the same position (Shaw & Walshaw, 2018). The title assistant-principal is also used in certain countries (Glanz, 1994). For this study the position that is below the principal in the school hierarchy is termed Deputy Principal.

1.5.3 Lived experiences

Lived experiences may be articulated as the own significant experiences of an individual that are free from imagination and conjecture and which were seen to be important in retrospect (Burch, 1990). This concept may also be understood as the experiences, options and choices that the participants engage in and how these impact on the perception and creation of knowledge (Given, 2008). Lastly, lived experiences are the first-hand descriptions and perceptions of individuals who have gone through a particular event and have deemed it to be of importance (Hoerger, 2016). From these descriptions, I articulate lived experiences to be significant occurrences that individuals have lived through which have gained importance after reflection and evaluation. Since this concept forms an integral part of this study it will be discussed in more detail below.

While this concept may become evident in the stories of the participants and more understanding may be derived from their experiences, scholars provide and interesting discourse on this concept. Lived experiences appear to be a fundamental cornerstone of narrative inquiry (Clandinin & Connelly, 2000); and is therefore, an important aspect of this study. Although every person has experiences that govern their lives, very few of these experiences may be termed as lived (Burch, 1990; Clandinin & Connelly, 2000; Roth & Jornet, 2014). Lived experiences may be articulated as the own experiences of an individual that are free from imagination and conjecture (Burch, 1990). It may also be viewed as being evaluative in nature as it relates to experiences that may be memorable for specific reasons (Burch, 1990; Roth & Jornet, 2014)). These distinctive memorable experiences are things we appreciate in retrospect (Burch, 1990; Dewey, 2008). Burch (1990) posits that the meaning derived from the experience does not lie in the experience while it is being lived, but is gained reflectively. Reflective thinking requires the analysis of the occurrence and the attribution of particular meaning to it (Roth & Jornet, 2014). The meaning of an experience is

also constituted through the re-enactment or retelling of the experience (Burch, 1990). Time and future events are often then calculated from that particular experience. Dewey (2008) further opines that everyone has experiences, but not every experience may result in development. One of the most important aspects of internalising the experience is the development of the desire for the continuation of learning (Clandinin & Connelly, 2000; Clandinin & Caine, 2008; Roth & Jornet, 2014). This is even more pertinent because experiences are always evolving or changing (Clandinin & Connelly, 2000).

Lived experiences are viewed narratively in a narrative inquiry which allows us to look at the phenomenon outside the views of the researcher. It is also viewed as a singularity that takes place over a period of time and different social contexts (Caine, Estefan, & Clandinin, 2013). Each of these occurrences is experienced narratively. Narrative inquiry is thus seen as a methodology as well as a phenomenon (Clandinin & Connelly, 2000). The stories of the DPs enable us to gain a window into their lives. Their lived experiences become the phenomena, and the inquiry into their experiences become the narrative (Clandinin & Connelly, 2000). Relationships are an important aspect of a narrative inquiry as the relationship that is established between the researcher and the participants become an entry point for the start of the narrative (Clandinin & Connelly, 2013). It also helps the researcher to craft an understanding of the evolving nature of the experience through different contexts.

All people lead lives that are storied and relate these stories to those around them (Connelly & Clandinin, 1990). The task of the narrative researcher is to collect these stories and narrate their experiences. Narrative inquiry and livid experiences fit hand in glove. The understanding of experience is a fundamental tenet of narrative inquiry (Clandinin & Caine, 2008). This methodology allows for an intimate investigation of the experiences of the participants over a particular time and context (Clandinin & Connelly, 2000; Clandinin & Caine, 2008). Researchers also ascribe temporality and sociality to lived experiences because they are constantly changing and evolving within a particular social context as certain people may ascribe a different meaning to the experience (Clandinin & Connelly, 2000). Stories and experiences are thus understood within a broader social context (Clandinin & Caine, 2008). Experiences also become relational between the people experiencing the phenomenon. Experience is thus rationalised as an indelible aspect of thinking which includes the person, their social environment, an event and the impact of this event on the lives of the person experiencing it as well as those around him (Roth & Jornet, 2014). The lived experience then

stands out or becomes prominent because the person living the experience as well as those being impacted by it attach some special meaning to it (Dewey, 2008).

In retelling and reliving these lived experiences the DPs in this study may begin to fully understand the experiences that were part of their development and growth. This also enabled them to understand why they did certain things or why certain occurrences played out the way they did. They also began to understand how their experiences played out against the context of the school and how these impacted on the lives of all role-players in the school setting. The choice of a narrative inquiry was also an appropriate vehicle to retell the lived experiences of the DPs because experiences are very important to narrative researchers.

1.6 Demarcation of the study

This study attempts to understand the lived leadership and management experiences of two DPs of primary schools in the Ethusini Circuit of KwaZulu-Natal. Both DPs practise their leadership in ex Model C primary schools. Since this study only captures the narratives of two DPs, it is not the intention of the study to generalise the findings to reflect the experiences of all DPs in KwaZulu-Natal.

1.7 Overview of Chapters

Chapter One sets the scene for this study. In this chapter, I stated the context which framed the discourse of which I hope to get more understanding. I then presented the rationale for the study in the form of personal, practical and social justification. The research puzzles were then introduced followed by the keys concepts that guided my discussion.

Chapter Two delves into the recurring debates that exist within the context of the study. I presented literature that is current and captured the sentiments of local, national and international scholars who have spoken on the different aspects outlining the lives of DPs. Further to this, I also introduced the theoretical framework that underpinned this study and through whose lens I conducted this study.

Chapter Three outlines the design of the study. In this chapter, I presented the methodology that was used as well as the paradigm from which to view this study. Data generation methods; namely narrative interviews , collage inquiry and artefact study, were presented and discussed. Justification of the choice of methodology was provided and that brought this chapter to a close.

Chapter four brought to the fore the storied narratives of the two participating DPs. I presented the stories of the lived leadership and management experiences of Hope and Grace. The stories were presented separately through the articulation of different themes. These stories have been put together using the field texts that have been generated in chapter three.

Chapter Five brings in the intricacies of the analysis of the different narratives. The analysis was be done using: analysis of narratives and narrative analysis. The discussion was presented by engaging with the themes the DPs had in common and then the experiences that they did not have in common. The research puzzles were used as the yardstick to guide the analysis.

Chapter Six brought the study to a close. It provided a summary of the preceding chapters as well as the conclusions that were drawn from the analysis. This chapter also included my journey in reflection. The findings of the study were presented as well as recommendations and a few concluding remarks.

1.8 Chapter Summary

This chapter sets the scene for the study. I discussed the rationale for the study through personal, practical and social justification. The key research puzzles were then presented followed by a discussion of the key concepts. The chapter was concluded by providing an overview of the proceeding chapters of the study. A study of relevant literature that speaks to the context of this study follows.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

The previous chapter presented an overview of the study. This chapter presents the literature review and the theoretical framework that governs this study. A literature review may be defined as the foreshadowing that guides the research (Marimandi, 2015). It finds justification for the research by drawing on previous studies of a similar theme. The literature review for this study was linked to the central themes found in the research puzzles. It highlighted the roles played by the deputy principal in their operational leadership and management of the school as they assist the principal. This section tried to understand how Deputy Principals lead their schools, what challenges and contestations they encountered and the leadership input they provided. Further to this, it explored the socialisation of the Deputy Principal and how this has impacted on their leadership practices. The theoretical framework chosen for this study was twofold: Occupational Socialisation Theory (OST) and Adaptive Leadership Theory. This chapter also shed some light on the genesis of the Deputy Principal as well as their roles and responsibilities. In addition to this, I delved into the challenges they faced as well as the perceived issue of role ambiguity. Lastly, I looked at the relationship that may exist between the principal and their deputy principal and the deputy principal's attitude towards professional development. There is very little research that focuses on the role played by Deputy Principals in a primary schools. The primary school phase forms the foundation for successful secondary school success (Marimandi, 2015). It was, therefore, important to highlight what successful DPs were doing right so that it could serve as an empowerment tool for other DPs in similar contexts.

2.2 Literature review

In developing the literature review, I discussed conceptual and empirical issues that dealt with their identities and recurring themes that focused on DPs.

2.2.1 A few recurring debates about DPs

It would appear that around the world, principals are at the forefront of studies that explore successful schools (Blose & Naicker, 2018; Chikoko et al., 2015; Lumby, 2015; Marimandi, 2015; Shore & Walshaw, 2018) and that the voice of the deputy principal seems to be unheard or sometimes even lost (Blose & Naicker, 2018; Shore & Walshaw, 2018; Townsend, 2018). Fullan (2010) asserts that a principal's leadership and management skills in leading improvement are key factors in bringing about positive change in schools

experiencing deprivation. Bush and Glover (2003) posit that a principal's core duty is to initiate or provide leadership so that suitable conditions exist that would cultivate a positive teaching and learning environment in schools. There is a growing perception that successful schools are led by leaders who make significant contributions to the school (Marimandi, 2015). I believe that the DP is an integral part of the leadership structure of the school. The (DP) is an important resource that may be utilised by the principal as a means of support, in dealing with the numerous responsibilities associated with their position (DeWitt-Oliver III, 2013; Shore & Walshaw, 2018; Townsend, 2018). The role of the DP is both intense and multifaceted and if DPs are guided and mentored; in order to be competent in their position, they may be of significant help to the principal (Blose & Naicker, 2018). DPs may thus build their professional identity through the fulfilment and the development of competency of their roles as leaders (Hernandez, Murakami, Mendez-Morse, Byrne-Jiménez, & McPhetres, 2016)). This may be of importance if they are to be fully utilised in supporting the principal in leadership practices.

Studies have shown that the job of a DP is characterised by a demanding and excessive workload (Barnett, Shoho & Oleszewski, 2012). DPs have a wide range of responsibilities which include but are not limited to: maintaining school infrastructure, discipline, coordinating the extra-mural programme, timetabling, coordinating the academic programme, as well as administrative paperwork as required by the DoE (PAM, 2006). The DP is also seen to be responsible for duties that may appear to be unsavoury like attendance supervision, discipline and scheduling, and are therefore caught between being accountable to the principal and maintaining a cordial relationship with the rest of the staff (Kwan, 2009). The conflict, however, is that there are times when the tasks they are assigned to are not in keeping with their job description like relief teaching, coaching sports and formally disciplining educators (Hernandez et al., 2016)). The PAM document states that the task of formally disciplining staff in a school is the sole responsibility of the principal. Their ability to cope with these contestations, coupled with their academic workload fills their day with incidents and events that need their constant attention. The literature review included the works of local and international writers and the last paragraph would be the sentiments that I would like to offer concerning the phenomenon.

DeWitt-Oliver III (2013) states that in order for DPs to be effective in the current education climate, they have to have a self-belief that they are not simply school infrastructure

managers and disciplinarians as many believe. This statement is made because at present DPs are responsible for assisting the principals to see to policy implementation, curriculum assessment, staff development, extra-mural supervision and the interaction with all stakeholders. Of course, discipline and ground maintenance do form a large portion of their workday (PAM, 2016). These responsibilities need to be addressed whilst still attempting to maintain the high standards demanded by the DoE with regard to academic policy implementation and assessment.

2.2.2 Who are the Deputy Principals that assist in school leadership?

The first mention of the position of DP was around 1867 as an assistant to the principal to handle certain tasks when the principal was not available (Mattocks, 2016). The increased school enrolment due to the baby boom of post-war America necessitated the establishment of another management post that was more formalised and better utilised (Mattocks, 2016). The assistant principal or DP position was further developed in schools around the 1930s as a support position to alleviate the workload of the principal (Mattocks, 2016). It has been noted that because the role of DP was developed more for expediency rather than direct planning, there exists role conflict and role ambiguity (Mattocks, 2016). This is probably due to the lack of clear roles and responsibilities (Wattam, 2017). Whilst the position of DP had huge success and studies concluded that DPs were essential for school success, they were often relegated to doing unrelated, menial administrative tasks (Townsend, 2018).

In speaking of the genesis of the DP mention must be made of the hierarchical structure of South African schools. The Department of Education makes provision for the placement of a deputy principal in schools that exceed a certain number of learners (RSA, 1996). The principal is the chief accounting officer of the school. Below the principal is the position of the DP (schools with an enrolment of over 1100 may qualify for two DPs) who is second in charge and stands as a proxy for the principal when the principal is absent from work or unavailable to carry out particular functions at school (RSA, 1996). Below the DP is the Departmental Heads and lastly, we have the post level one educators. As policy points out, the DP is the person who is second in charge in a school and thus forms a vital link between the departmental heads and the principal (Blose & Naicker, 2018).

From these arguments, it can be deduced that the position of DP was a post created out of the need to reduce the workload of the principal in schools. As the enrolment in schools increased, so too did the need for someone to effectively assist the principal as they attended

to the managerial duties of running the schools. It is these leaders' experiences that need to be understood through the way they have been socialised professionally as well as in their organisation as they carry out their leadership responsibilities.

A common theme that runs through a lot of literature is that DPs are seen as reluctant leaders, forgotten leaders or unsung heroes (DeWitt-Oliver, 2013). The term wasted resource has also been mentioned when referring to the DP (Daugherty, 2017). Daugherty goes on to say that the DP's job is not one that is restricted to definite hours but a job that knows no time limit. In a rapidly and consistently changing educational landscape, literature is beginning to recognise the importance of DPs and their roles in leadership and management (Hiang Koh, 2018). This study hopes to add its voice to this body of literature, especially of DPs in the primary school. Bush (2011) also made the following observation at the turn of the century and stated that deputy principals play a critical role with regards to school improvement and are well placed in influencing how teaching and learning occurs.

Despite the importance that is attributed to the role of the deputy principal, it has not been extensively researched by scholars (Hiang Koh, 2018). DPs have been described as the life-blood of the school (Hiang Koh, 2018), the heart (Blose & Naicker, 2018) and also as the conduit between the principal and the teacher (Townsend, 2018). DPs can play an instrumental role in implementing reform policies in modern schools but unfortunately are not prepared for the challenges that may be encountered due to lack of proper socialisation (Barnett, Shoho, & Oleszwski, 2012) or mentoring, hence the choice of my theoretical framework.

In order to be an effective DP in current times, DPs have to dispel the notion that they are simply maintenance men looking after the upkeep of the school, disciplinarians or just policy implementers (DeWitt-Oliver III, 2013.) They are actually the conduit between the Departmental Heads and the principal and may, therefore, be seen as pivotal in school communication (Blose & Niacker, 2018). Studies conducted on perceptions of DPs of their positions have found out that DPs have great respect for their position and actively engage in roles that have been formerly reserved for principals (Dunleavy, 2016; Shore & Walshaw, 2018). These DPs conveyed feelings of immense satisfaction with their roles (Dunleavy, 2011; Shore &Walshaw, 2018). The DPs also indicated that mentoring and leadership programmes were needed as the training they received in colleges did not prepare them adequately for their job realities (Shore & Walshaw, 2018.) The socialisation and in-house

nurturing of the DP are, therefore, of significant importance (Hernandez, 2016). These points vindicate the theoretical framework chosen which explored the occupational socialisation of deputy principals and the experiences they had whilst engaging in these activities. The use of a collage inquiry as a method of data generation was a creative way of unearthing these lived experiences.

The position of DP is a challenging one as well as being one where opportunities exist for in-house training in order to assume future leadership roles. Far from merely being a supporting agent to the principal, the DP is an important resource that may be used by the principal as a means of dealing with the numerous responsibilities associated with leadership and management. Deputy principals are high profile leaders in their own right as they have to often step into the void created by the principal when they are not present at school. They are also faced with challenges and contestations that they need to address on a daily basis. The way they address and deal with these contestations may depend on the socialisation and mentoring they have been exposed to both within the organisation as well as in their profession at large. These challenges were addressed under its own heading.

2.2.3 Deputy Principal's leadership and management practices

Leadership may be viewed as an activity that brings about transformation within an organisation (Blose & Naicker, 2018). It has been posited that a highly motivated leader may have a marked impact on positive academic achievement (DeWitt-Oliver, 2013). Like their business counterparts, principals and DPs must adapt their strategies and initiate role transformation to cope with these changes to bring about sustained school improvement. Adaptive leaders are equipped to deal with situations that are constantly evolving (Heifetz, 1994).

DPs who are tasked by the DOE to assist the principal are therefore important agents of change. It is therefore important to understand the way these leaders conduct themselves in a school context as this is of significant importance because educators and learners may model their behaviour (Blose & Naicker, 2018). This modelling of good behaviour may lead to the socialisation of habits within the organisation of the educators below the DP and may impact effectively on school culture.

 Leadership plays an important role in promoting learner success and comes second only to teacher instruction in the classroom (DeWitt-Oliver, 2013). Improved learner achievement is a significant task that is allotted to the deputy principal and may be possible through effective

mentorship and leadership programmes that are implemented at school level (Peters, Gurley, Fifoltz, Collins & McNeese, 2016). This may lead to contestations as the Departmental heads may feel that it is their responsibility to implement programmes that lead to school improvement as described in their job description. According to the PAM document, the Departmental Head is responsible for curriculum delivery and monitoring (PAM, 2006). Role conflict may arise as according to the aforementioned document the DP is responsible for assisting the principal to ensure academic success and effective service delivery in schools (Pam, 2006). The question to be asked is, should the DP then overlap his duties with the Departmental Head or just allow them the mandate over this? There may exist a fine line between interfering and monitoring. The current climate of how leaders cooperate in school and the structures that are in place may allow the DP to effectively carry out his responsibilities and adequately deal with this possibly confrontational situation. Once again how a DP is mentored and socialised in his occupation may have a bearing on how he adapts and copes with these contestations.

Leadership as a concept is often a contested and complex phenomenon (Bush, 2011). It is through these contestations that the leadership skills and abilities of individuals are brought to the fore. Adaptive leaders may view these contestations as ideal opportunities to invest in new ideas and practices (Heifetz, 1994). Leaders who are successful in schools may be traced back to educators who had a strong professional identity and moral code (Crow, Day, & Møller, 2017). These character traits may make it possible for DPs to lead as role models.

Adaptive leaders may thrive in such situations as they often see the problem as a challenge that needs to be addressed by using unconventional methods. A recent study showed that DPs do not make decisions that may bring about change in an organisation because they believe that when the principal comes back from their absence, the changes would revert back to what they were previous to the DP's intervention (Blose, 2018). It may be argued that DPs who are properly mentored by the principal and who make joint decisions may find it easy to implement change in the absence of the principal. It may also be argued that adaptive leaders may see the absence of principals for a period of time from schools as steppingstones to hone their particular skills as leaders. Due to the changing nature of the South African educational landscape (Koalepe, 2013), a case can be made for contingency leadership to be at the forefront where there is a specific plan for a specific event (Vidal, 2017). An equally good case can be put forward for adaptive leadership due to their flexibility and ability to embrace changes and ideas put forward by others (Heifetz, 1994).

Daugherty (2017) found that initially, the management practices of DPs included clerical roles like checking of LTSM, absenteeism and curriculum monitoring. These roles are still prevalent today as it was fifty years ago (Daugherty, 2017). Administrative tasks like ordering of LTSM and following up on the retention and retrieval of said resources were also top of the list of responsibilities that were entrusted to the DP (Bulawa & Mhlauli, 2018). Ramatseba (2012) also found that one of the roles that occupied the DP during the the day was the maintenance of the school's infrastructure. Maintenance of buildings and grounds also feature highly on the list of responsibilities of DPs as featured in the PAM document (RSA, 1996). Bulawa and Mhlauli (2018) also found that the managerial task of liaising with the teaching and non-teaching staff in order to facilitate school improvement was also an important role that DPs enacted. DPs were also found to be responsible for setting up the school timetable, development of curriculum programmes and guidance and observation of teaching staff (Bulawa & Mhlauli, 2018). Mattocks (2017) and Wattam (2017) in their studies found that DPs were also tasked with setting up of programmes that would improve learner performance. Wattam (2017) further found that the DP was responsible for the drawing up of staff development programmes that would improve teacher performance.

2.2.4 Roles and Responsibilities of the Deputy Principal

The position of DP is a unique one as, although it is the second most senior position in a school, the roles and responsibilities are not clear cut (Barnett, Shoho, & Oleszwski, 2012). There still seems to be some debate as to what constitutes the actual role of the DP (Barnett, Shoho & Oleszewski, 2012). DPs seemingly have a wide range of responsibilities: discipline, extra-mural duties timetabling, academic, as well as administrative paperwork required by the department (Shore & Walshaw, 2018). International trends seem to indicate that there does not exist a clear list of responsibilities that are the domain of DPs (Blose, 2018). DPs in the United States (Barnett, Shoho & Oleszewski, 2012; Townsend, 2018), Hong Kong (Kwan, 2009), Switzerland (Schermuly, Schermuly & Meyer, 2010), Botswana (Bulawa & Mhlauli, 2018), Israel (Oplatka & Tamir, 2009) and Australia (Wattam, 2017) agree that there is no clear delineation of what they should or should not do. They also seem to engage in tasks that do not appear on any responsibility list (Mattocks, 2016).

In South Africa, their main role is a supporting one to the principals as they assist with the various administrative and managerial tasks that are assigned to the principal by the DoE (PAM, 2016). Their roles include but are not limited to leadership (fulfilling the vision of the principal), management, administration and lastly teaching (Fleming, 2014). Furthermore,

the emphasis on accountability has led to increased demands on leadership in schools. The DP's responsibilities now include assisting the principal in budgeting, maintenance of infrastructure, discipline, coordination of the academic programme, public liaison and extra-mural activities (Townsend, 2018). DPs are responsible for brokering a buy-in from the teachers to the policies that are formulated at School Governing Body (SGB) level, developing social cohesion between the different groups at school so that they work together to achieve school goals and a transactional role of attempting to improve learner performance (Hiang Koh. 2018). These new responsibilities are now to be coupled with the continued demand to increase student achievement and academic accountability (Allen & Weaver, 2014). DPs also saw reactionary tasks as especially challenging as these were unscheduled and unplanned (Shore & Walshaw, 2018). They also took precedence over other more important planned tasks and impacted on the normal task completion. Scholars believe that it is incumbent on principals to provide opportunities for deputy principals to engage in more instructional leadership tasks in school instead of being allocated menial tasks that would not prepare them for future leadership (Mattocks, 2016). Proper socialisation of DPs in the roles they have to fulfil may improve their abilities to carry them out. It is also incumbent on the DP to be open to professional development and mentoring by the principal to assist in a manner that may bring about positive changes or improvements in the school.

2.2.5 Challenges faced by deputy principals

Studies have shown that the job of a DP is characterised by a demanding and excessive workload (Barnett, Shoho & Oleszewski, 2012). DPs also brought to light the challenges faced daily and their ability to cope with these coupled with their academic workload. They often felt weighed down by trying to meet the needs of everyone. These negative aspects resonated with the feelings of principals (DeWitt-Oliver III, 2013) regarding their role as leaders. The continued curriculum changes that are part of the South African educational landscape poses a huge problem for all involved in school leadership (Koalepe, 2013). This results in the DPs finding themselves in a position where they are spending less time in the classroom.

A study on the perceptions of DPs on their role in schools found that they believed that there now existed a gap in their curriculum knowledge because of the time spent out of the classroom (Peters, Gurley, Fifoltz, Collins & McNeese, 2016). The time spent acquiring administrative and management skills makes it extremely difficult to spend enough time in the classroom. Questions must also be raised on the effectiveness of professional socialisation

in the form of university, and college degrees that DPs have been exposed to that may not have prepared them for a real-life setting (Peters et al., 2016). This point coincides with the view that novice DPs were found to be ill-prepared for the challenges of understanding job expectations and also lacked the organisational and even managerial nous needed to lead effectively (Allen & Weaver, 2014). It would appear that this is an issue that could have been overcome when one looks at the importance of occupational socialisation and the positive effects it has on school leadership.

Dealing with teachers who did not follow directives or adhere to school policies wasprobably the most challenging aspect of a DPs day (Thornton, 2014). The lack of a formal, specialised mentoring programme to cope with such situations was seen as aspects that made their jobs difficult especially once entrenched in their jobs (Shore & Walshaw, 2018). These aspects could lead to professional isolation as they transition into leadership (Khumalo, 2016). Communication in all organisations is of paramount importance, however, in a school context it takes on a different dimension as the DP is often placed in a position where they have to determine whom they are going to make happy; the educators or the principal (Kwan, 2009) as they are conduits that join these two positions (Blose & Naicker, 2018). The challenge of trying to please the principal whilst trying to maintain a friendly relationship with the staff leaves the DP in an unenviable situation (Kwan, 2009). DPs are thus kept at arm's length by both parties (Khumalo, 2016).

The roles of the DP are often also dictated by the needs and disposition of the principal under whom they work (Mattocks, 2016). This then accomplishes the creation of the unrealistic notion that the DP should be a jack of all trades. There is also a belief that DPs do not have the capacity to impact positively due to lack of occupational socialisation in their positions especially in the field of finance and admissions (Blose, 2018). This said, the challenges faced by deputy principals in a position that they may find unfamiliar may present certain opportunities for growth and development (Townsend, 2018). The evident lack of development programmes for DPs has resulted in leadership organisations in America formulating ways to address this shortcoming (Allen & Weaver, 2014). Districts also began to make provisions for the training of their DPs to be equipped with the relevant skills to effectively perform their duties. These induction academies made it possible for DPs to have a network of experienced mentors to call on when needed (Allen & Weaver, 2014). It would appear that the main aim of these initiatives was to build capacity so that the DPs could explore their leadership capabilities as they encounter issues that may challenge them.

Similar initiatives were undertaken in South Africa, but the target audience was the principals (Bush, Duku, Glover, Kiggundu, Kola, Msila, & Moorosi, 2009).

From the discussion above it can be deduced that the role and responsibilities of the deputy principal are not clearly outlined and it is for these reasons that there are conflicts and role ambiguity. In South Africa, the main responsibility of the DP is to assist the principal and therein is the conflict. Their responsibilities are so far-reaching that they appear to have to be a jack of all trades attempting to find solutions to every problems. They are often weighed down by these expectations and feel unrewarded and unappreciated. DPs are often seen as leaders who are in the shadow of the principal. It is up to the individual principal to mentor and capacitate their deputies so that they may have the confidence in knowing that the organisation is in good hands should they be absent for a period of time.

2.2.6 Deputy Principal's Role ambiguity

DPs have a vital role to play in improving school performance but have often been ignored (Mattocks, 2016). The DOE has called for the decentralisation of power in schools (Khumalo, 2016). This in theory, may open doors for more opportunities for DPs to exhibit their potential, however, the actual roles that have been allocated to them by the principals have left many dissatisfied and often disillusioned (Mattocks, 2016). When DPs assume their position in schools they enter a so-called grey area between being an educator or an administrator as some may have to teach more hours as allocated by the principal (Mattocks, 2016). This creates confusion. Role conflict may become apparent when the DP is expected to meet a sometimes unrealistic demand to their existing responsibilities.

There is also not enough time in the school day for the DP to complete all the set tasks that are assigned to them and this is prevalent in a South African context where the duties of the DP are dependent on the principal of a school (Blose, 2018). In some cases, the responsibilities that are supposed to be carried out by the principal are now handed down to the DP (Khumalo, 2016). As stated earlier, because the role of DP was developed more for expediency rather than direct planning, this may further compound the issue of role conflict and role ambiguity (Mattocks, 2016). This may result in the DP not knowing who is ultimately responsible for a particular task.

Although it is commonly recognised that the DP is the academic head of the school, his responsibilities do not include curriculum management; this is the domain of the Departmental Heads (Khumalo, 2016). In a South African context, the Departmental Heads

are called for, to offer explanations when the Subject Advisors come to monitor academic progress. This may bring on conflict and ambiguity of roles as the DP now has to observe as the curriculum is managed in schools without being able to directly relate to the Subject Advisors on this crucial aspect of learner improvement. This in itself is contradictory as improved learner performance is one of their responsibilities (Mattocks, 2016). The DP thus finds it extremely difficult to lead, effect academic change and direct in a changing environment (Khumalo, 2016). Educational reform has resulted in the posts being shifted concerning the roles and responsibilities of the DP (Pam, 2016). This has a knock-on effect as increased responsibility may result in role ambiguity becoming evident with the resulting role conflict (Blose, 2018). These are similar challenges that are faced by DPs in Switzerland as well were role ambiguity prevents them from taking ownership of their positions (Blose, 2018). These challenges further exacerbate the conflicts that arise on daily. Thus, the ambiguity of roles renders this important asset into an ineffective bystander who should have been the vital link between the educators, parents and principal (Mattocks, 2016).

International DPs, for example in Hong Kong, have a more structured job description which includes; teaching, curriculum management, resource management, policy development and quality assurance (Kwan, 2009). These responsibilities resonate with their South African counterparts and like their counterparts, time utilisation and work overload seem to be impeding their task completion (Blose, 2018). The prioritisation of certain tasks then takes on greater significance and may even lead to frustration and dissatisfaction (Barnett, Shoho & Oleszewski, 2012). The DP has the potential to be a vital school resource, but role ambiguity continues to plague their job description (Mattocks, 2016).

2.2.7 Conflict and Contestations

Role ambiguity may lead to conflict and contestations in schools. Leadership as a concept is often a contested and complex phenomenon (Blose & Naicker, 2018). It is through these contestations that the leadership skills and abilities of individuals are brought to the fore. Adaptive leaders may thrive in such situations as they often see the problem as a challenge that needs to be addressed by using unconventional methods (Heifetz, 1994). The leader's role in managing conflict is one of the main components in the process of managing an effective team (Sparks, 2013). DPs as the assistants to the principals are therefore also responsible for managing teams.

Conflict would bring about contestations due to the impending changes that it invariably brings. Educators tend to isolate new leaders who come in and attempt to change the status quo established by the previous incumbent (Khumalo, 2016). A DP's decision to change and adopt new strategies to bring about improvements in school is determined by his attitude to change and his ability to learn from the contestations he encounters (De Witt-Oliver, 2013). The school is often seen as a dynamic interactive social system where mutually beneficial relationships are developed. Interactions between managers that revolve around empathy, respect and care bring about positive pro-social behaviour.

2.2.8 DP's relationship with the principal

Some deputy principals also feel that they are alone, overworked and overwhelmed as they transition into their roles as leaders (Townsend, 2018). This should not be the case as being the assistant to the principal there should be a close relationship between them to accomplish organisational goals. Due to the perceived deficiencies that a novice DP comes with into a new job, the person most suited to socialising the DP is the incumbent principal (Daugherty, 2017). It is for this self-same reason that new principal mentoring is mandatory in most USA states (Daugherty, 2017). The relationship between the DP and the principal should be an important one as the learning that takes place at this level cannot be replicated anywhere (DeWitt-Oliver, 2013). DPs also appreciated the opportunity to work closely with the principal or mentors and also indicated loyalty and trust were important attributes that principals should demonstrate when dealing with them (Shore & Walshaw, 2018). They also felt that this environment of trust coupled with buy-in from the principal into collaborative leadership would enable DPs to bring their unique blend of enthusiasm, strengths and even expertise into a school (Thornton, 2018). There is also a school of thought that says that although the principal is the chief accounting officer in the school and has the final say in decision making, it is also good for them to listen to the voice of the DP so that collaborative initiatives may be undertaken (Shore & Walshaw, 2018). Deputy principals also experienced spikes in the workload they were given at certain junctures in the year. It is during these pressure moments that affirmation from those in leadership may make them feel highly valued and motivate the DP to persevere (Shore & Walshaw, 2018).

Adjustment problems may surface if deputy principals are not given regular feedback with regards to their performance as feedback; no matter if it is bad, assists them with their professional development (Khumalo, 2016). DPs who are successful ascribe their success to constant, honest feedback given to them by the principal (Townsend, 2018). DPs may also

appreciate the opportunity to work closely with the principal or mentors and also indicated loyalty and trust were important attributes that principals should demonstrate when dealing with them (Allen & Weaver, 2014). They also felt that this environment of trust coupled with buy-in from the principal into collaborative leadership would enable DPs to bring their unique blend of enthusiasm, strengths and even expertise into a school (Shore & Walshaw, 2018).

For a school to function successfully, there should exist a relationship of trust and respect between the principal and the DP. This may prevent the establishment of two conflicting camps in the school. The principal's role in nurturing and mentoring a deputy principal cannot be overemphasised. The lessons learnt and skills developed in this relationship may determine the success of the capacity building and future leadership direction the organisation takes. The collaborative efforts that this partnership engages in may set the trend for similar models to be imitated throughout the different structures of the school. It is also imperative that feedback and affirmation be given to DPs as it is on such behaviour by the principal that mutually beneficial relationships are established.

2.2.9 Professional Development for Deputy Principals

In using a theoretical framework which deals with the socialisation of individuals to be successful in the workplace, it is worth exploring the professional development opportunities that may arise from this conceptualisation. Professional development for leaders in whichever form it takes, be it coaching, mentoring, development through workshops or seminars, professional tertiary courses or even in-house socialisation may be of huge benefit to the individual and the organisation as a whole (Townsend, 2018). Professional development for new Deputy Principals follows the same routine as educator programmes as it seldom caters for the individual needs of the leaders but rather follows a general programme of situations that may occur (Mattocks 2016). In-house socialisation is, therefore, custom-designed to meet the needs of the individual institution. In so doing the specific, individualised needs of the Deputy Principal may also be met. Individual needs of Deputy Principals vary, and it may be imperative to then develop programmes and learning opportunities that may meet their individual needs (Townsend, 2018). Deputy principals come into a position with limited technical and leadership knowledge to perform their functions which can be attributed to role ambiguity (Khumalo, 2016). Better role-specific mentoring with a leadership component which takes into consideration the culture and ethos of the school may be necessary to allow them to fulfil their responsibilities more confidently (Khumalo, 2016).

Professional development tends to scratch the surface (Mattocks, 2016) without really having any substance, however, if professional development is coupled with a leadership development component, it may target individual leaders with specific needs. Professional development programmes as they stand, do little to empower deputy principals and it would appear as if mentoring and organisational socialisation programmes offer far more constructive learning opportunities. These activities cater to the individual needs of the DP as they simulate real-life situations and are coordinated by the principal of the school.

2.3 Theoretical Framework

The theoretical framework for this study was framed on the perspective of Occupational Socialisation Theory (OST) and Adaptive Leadership Theory (ALT). The reason for this is two-fold. Firstly, OS involves the continuous development of role-players in the setting of their work and professional environment as well as in their social settings (Romar & Frisk, 2017). Secondly, ALT may provide an alternative leadership style in the rapidly changing education landscape (Heifetz, 1994).

2.3.1 Relevance of OST and ALT to the study

OST was a suitable theory to use for this study because it has its focus on the socialisation of individuals before and during their career (Lawson, 1983). This study seeks to expound on the lived experiences of DPs. It also hopes to bring to the fore their practices. By using OST we may be able to determine whether their socialisation as children and as adults have impacted on the way they practise leadership. The three tenets of OST: acculturation, professional socialisation and organisational socialisation, may also shed light into how DPs have been socialised to practice leadership in their schools (Lawson, 1983). The lack of a formal, specialised mentoring programme to cope with situations was seen as aspects that made the jobs of DPs difficult especially once entrenched in their jobs (Shore & Walshaw, 2018). By delving into the organisational socialisation of DPs we can shed some light into whether this has had an impact on the way DPs lead and carry out their responsibilities. Questions were raised on the effectiveness of professional socialisation in the form of university, and college degrees that DPs have been exposed to that may not have prepared them for a real-life setting (Peters et al., 2016). This point coincides with the view that novice DPs were found to be ill-prepared for the challenges of understanding job expectations and also lacked the organisational and even managerial nous needed to lead effectively (Allen & Weaver, 2014). Taking these points into consideration, OST would appear to offer an avenue to explore the lived experiences of DPs.

The landscape of education in South Africa is constantly changing (Myende, 2013). Adaptive leaders may motivate educators to get better results because they can embrace this change (Gleeson, 2016). DPs; in most schools, are the individuals who are responsible for implementing policies and change (Blose, 2018). With these changes come contestations. Once more the DP is the conduit between the educators and the principal and are, therefore, in the middle of these contestations (Khumalo, 2016). Adaptive leaders may thrive in a setting where there are contestations and challenges, and this is indicative of all schools (Heifetz, 1994). DPs are also the head of curriculum in schools (PAM, 2016). This involves monitoring the performance of all teachers and learners. Adaptive leaders are motivated by performance and are able to assign the right task to the right educator (Gleeson, 2016). ALT is about how the DP can encourage educators to adapt and face the challenges that come with the curriculum and performance assessments (Northouse, 2012). Whilst Transformational or Instructional leadership may be a justifiable option, a case for ALT was made. ALT delves into the challenges involved in leadership that may require leaders to look outside the box of conventional thinking. This requires experimentation and the discovery of new knowledge as well as the challenging of the existing status quo throughout the school (Heifetz, 1994).

2.3.2 Occupational Socialisation

The theoretical framework for this study was framed on the perspective of occupational socialisation. Moller and Eggen (2005) suggested that leadership practice is a narrative and may be very useful in perceiving the complexities of school leadership and especially their socialisation into that role. The lived experiences and leadership practices of DPs may have become entrenched due to their experiences and relationships they have developed as they grew up.

Wax and Wax (1971) posit that it is necessary to understand how young persons are transformed from college graduates into educators. This statement may be pertinent today as it was about fifty years ago. We may also attempt to understand how DPs are socialised into their positions by taking cognisance of this statement. Occupational Socialisation Theory (OST) may, therefore, be a hand in glove fit for this study. Romar and Frisk (2017) state that research focussed on how teachers were socialised into becoming contributing members of the teaching community. This teacher socialisation theory; especially Lortie's (1975) contributions, broadly led to the development of the Occupational Socialisation Theory

(Romar & Frisk, 2017). OST provided a perspective or understanding of how physical education teachers thought about and taught PE (Lawson, 1983).

2.3.3 Genesis of OST

OST was largely developed using the United States of America as a location with their teachers as participants in studies (Richards, 2015). The context for the development of this theory was to determine an understanding of the roles of the PE teachers and the way they have been socialised for these roles. The socialisation and expectations of PE teachers may have implications on how they navigate their experiences during their career (Richards, 2015). This same approach may be used to understand the lived experiences of DPs. Initial studies on teacher socialisation dates back to Lortie (1975). These studies assumed that teachers passively retained views and perspectives from the schools which tried to influence them (Richards, 2015). Traditional theories stated that socialisation did not impact on teacher identity until after formal training (Lawson, 1983). This led to Placek (1985) to state that there were differences in the espoused values of educators and their actual practices in the classroom. Placek's (1985) findings threw doubt into the traditional theories which negates the factors that influence teachers as before they start their formal training (Richards, 2015). Lawson (1983) thus brought to the fore the three related aspects of socialisation which influences teacher identity: acculturation, professional socialisation and organisational socialisation. Scholars began to now use a dialectic approach by positing that teachers have both the capacity to influence and be influenced by the institute they are in (Schempp & Graber, 1992). Lawson (1983) Schempp and Templin (1989) thus broadly drew from the teacher socialisation theory to develop OST.

OST includes all aspects of socialisation that influences a teacher to enter the field of education and which are later responsible for their practices as teachers (Lawson, 1986). If we use this as a yardstick for DPs then we may state that socialisation into leadership leads to socialisation through leadership which may lead to a career in leadership (Lawson, 1983). Lawson (1986) further states that this socialisation will continue as long as the teacher (or DP) stays in the profession. Lawson (1985) also looked at the role of students and the organisational culture of the school on the occupational socialisation of teachers. Once again the attitude of the DP and the culture of the school play an important role in the socialisation of that DP in their school.

Occupational socialisation also has its roots in industrial psychology and centres on the continuous development of role-players in the setting of the work environment (Peters, Gurley, Fifoltz, Collins, & McNeese, 2016). This framework relates to the socialisation of attitudes and behaviour that are developed to be effective in the workplace. These skills are developed through interaction, training and observation of work norms and values (Peters, Gurley, Fifoltz, Collins, & McNeese, 2016). Deputy principals can play an instrumental role in implementing reform policies in modern schools but unfortunately may not be prepared for the challenges and contestations that may be encountered due to lack of job-specific socialisation and mentoring (Barnett, Shoho, & Oleszwski, 2012). A deputy principal adopting an adaptive approach to leadership may thrive in this environment.

The socialisation of leaders is unavoidable and an ongoing process (Steyn, 2008). This describes the way a leader is forced to adapt to a new situation or environment (Bush, 2011). DPs start their teaching careers in the classroom and the experiences and values they garner in this environment may be factors that underpin the professional decisions they make as leaders (Bush, 2011). Bush (2011) further posits that as the individual enters the realm of decision making and leadership, he drifts away from the sphere that he was trained for and enters an environment that he is not prepared for.

Occupational socialisation encompasses three related ideas: Acculturation, Professional Socialisation and Organisational Socialisation. The way a professional learns whether by deliberate design (through courses and workshops) or inadvertently through on the job training, is known as professional socialisation (Bush & Middlewood, 2019). Individuals may also require a period of induction and context related experiences (Experiential Learning Theory) at the site of employment, which is regarded as organisational socialisation (Bush, 2011). Each concept would be discussed individually as I believed that for me to fully narrate the lived experiences of DPs, I had to understand how they were socialised in the different realms of their lives. An individual's professional and social identity interacts with their organisational identity (Crow, Day, & Møller, 2017). A DP's socialisation in their place of employment and society, as well as their perceptions of their roles, plays a vital role in how they lead, manage and handle contestations.

2.3.4 Acculturation

Acculturation refers to the change in behaviour and attitude that an individual may have to go through when encountering a new culture in a new organisation (Nieri, 2012). The school environment is a vital instructional tool for novice DPs (Makarova & Hertzog, 2013). DPs may not be able to assimilate learning if there is no order, or they may then learn behaviour that is not conducive for effective teaching and learning (Lawson, 1985). Order or structure relates to the managerial functions that play out in schools like organising, controlling and planning (Bush, 2011). If these are structured and orderly then there is a better chance of the novice DP to be cultured in a positive way (Makarova & Hertzog, 2013). Changes may occur more readily in certain contexts and these changes depend on the attitude of the DP to change (Heifetz, 1994). These contexts may be prevalent in schools where constant reflection and evaluation of practices are engaged in. This may lead to the implementation of change. Adaptive leaders thrive in similar circumstances (Heifetz, 1994). It must also be noted that the changes that occur in one cultural sphere may not manifest itself in another (Sparks, 2013). Situations like this may create challenges that may necessitate leaders to think outside the box of conventional thinking to bring about order and balance in the school environment to guide the institution through these contestations (Heifetz, 1994).

Acculturation has a few behavioural and attitudinal dimensions, but the most common form is the changes associated with the use of language (Nieri, 2012). This is certainly a major factor in South African schools. There may be certain instances where Deputy Principals are allocated to schools that may not employ their mother tongue as a language of instruction. These Deputy Principals would be compelled to speak the language of instruction in formal school situations but would revert to their mother tongue in informal settings and out of school situations. Deputy Principals of schools that have multicultural employees and who integrate amongst all staff members seem to have a better understanding of the needs of the staff (Nieri, 2012). It is this type of challenge that may suit the employment of an adaptive approach to leadership. This may lead to better success in adapting to challenges and implementing new strategies that drift away from the norm of the school so that cooperation amongst all staff members is garnered (Markarova & Hertzog, 2013). The characteristics or culture of the organisation plays a pivotal role in the changes that may shape the experiences of leaders (Niere, 2012). The prevalent climate of trust and respect for authority makes it possible for novice managers to adopt the same stance when dealing with educators in their care even when there is a language barrier (Markarova & Hertzog, 2013).

Schools may be seen as dynamic and interactive social systems where mutually beneficial relationships are developed. Novice as well as veteran DPs, should adapt to the culture of the institution they find themselves in, not only to fit in but to develop a relationship with all staff members so that effective teaching and learning takes place (Niere, 2012). Each institution has its own set of ideals and values that allow it to be successful and it is the DP's attitude to change and the assimilation of the new culture that would determine how they fit in (Markarova & Hertzog, 2013). Individuals may also adopt the new culture of the institution and intertwine it to their own culture to make sense of it. This may occur in the formal work front and individuals may revert to their old culture in situations that do not demand it (Schwartz, 2010). Another important point to note is that interaction between DPs and staff that revolve around empathy, respect for different points of view and care, may bring about positive pro-social behaviour which staff members may want to emulate in a work context. This may bring further positive changes to the culture of the school.

2.3.5 Professional Socialisation

Leaders who are successful in schools may be traced back to educators who had a strong professional identity and moral code (Crow et al., 2017). By implication, this means that identity construction has a huge significance in ensuring success of leaders. It is also an enabling tool that may highlight how the story-tellers see themselves as leaders and this, in turn, may empower them to transform or adapt behaviour to suit particular circumstances (Crow et al., 2017). Lawson (1986) views professional socialisation as the values, sensitivities, knowledge and skills that are endorsed by a particular profession that an individual has to acquire to be accepted into the profession. This may have links to Kolb's Experiential Learning Theory where values and knowledge are assimilated through experience gained in a particular context (Kolb, 1984). The term professional socialisation may also refer to a process where an individual becomes part of a profession and as time passes, develops a particular identity within that profession (Steyn, 2013). The way a professional learns, whether by deliberate design (through courses and workshops), or inadvertently (through on the job experience), is known as professional socialisation (Bush & Middlewood, 2019). Individuals may also require a period of induction and context experiences at the site of employ which is regarded as organisational socialisation (Bush, 2011).

It must be noted though that real-life contextual learning is of more benefit to leaders than lessons developed in professional programmes (Peters, Gurley, Fifoltz, Collins & McNeese, 2016). A recurring theme in my school from members of the SMT is that formal professional leadership programmes do little to prepare leaders as they attempt to apply concepts learned in these workshops to real-life situations.

Deputy Principals start their teaching careers in a real classroom gaining experiential knowledge (Kolb, 1984). The experiences and values they garner in this environment may underpin the professional decisions they make as leaders (Bush, 2011). Professional socialisation encourages individuals to become active members of the learning experience instead of passive bystanders (Lawson, 1986). This old text still has resonance in today's settings as passive learning rarely brings out positive results. Weidman, Twale and Stein (2001) also suggested a Model for Professional Socialisation of Teachers in a two-step process. Skills are firstly learned in a formal setting and then initialised in an informal setting (Weidman et al., 2001). Few programmes cater for the professional development for this seemingly important post. On the other hand, organisational socialisation which refers to the process where an individual would acquire particular skills to engage in a certain role within a particular setting seems to deal with this shortcoming (Gruman & Saks, 2011).

Professional socialisation is thus an important aspect of the development of a novice leader to address the shortcomings that may be prevalent when assuming a new post (Steyn, 2013). The professional socialisation that a leader undergoes through the assimilation of theoretical knowledge through formal programmes and course work appears to do little to prepare the leader for the experiences they would encounter in schools (Steyn, 2013). The socialisation that occurs in the actual workplace would appear to be more incisive in preparing the leader to assume their posts. The professional attitudes and practical skills needed to adjust to a new environment are invaluably gained through observation and mentoring by senior leaders (Gruman & Saks, 2011). The assimilation of these attitudes and skills may allow for the acceptance of a novice DP into the profession. This resonates well with the intention of the study which is to understand the lived experiences of DPs. Their stories tell a tale of their journey through different learning experiences to their eventual position as a DP.

2.3.6 Organisational Socialisation
The characteristics or culture of the organisation plays a pivotal role in the changes that may shape the experiences of leaders (Niere, 2012). The socialisation of an individual into a new

organisation to a large extent depends on the way the people within the organisation interact with each other (Steyn, 2013). Organisational socialisation refers to the behaviour that an individual must get accustomed to in order to become a fully functional member of the organisation (Khumalo, 2016). The prevalent climate of trust and respect for authority makes it possible for novice managers to adopt this same stance when dealing with educators in their care (Markarova & Hertzog, 2013). The way a leader is forced to adapt to a new situation or environment along with his attitude to change may determine the success of his socialisation (Bush, 2011). Networking with colleagues who experience similar situations at work seemed to be of benefit to some leaders. They attest to this and feel that this a great help (Bush et al., 2009). The socialisation of an individual into a new organisation to a large extent depends on the way the people within the organisation interact with each other (Steyn, 2008). The sooner this process is internalised by the new member the sooner they become productive (Khumalo, 2016). Organisational identity may also be a fluid concept that changes when the need arises (Crow et al., 2017).

Organisational socialisation is an important aspect of organisational life that needs to be addressed in order for success to be contemplated in a school (Niere, 2012). As stated previously, every organisation has peculiar nuances that make it different from other organisations. Power play, internal conflict, contestations, group dynamics, organisational identity and leadership may determine how an individual is socialised within the organisation (Khumalo, 2016). There may also be contestations and challenges to leadership and the direction the organisation should take. DPs who engage in adaptive leadership may have to find innovative ways to bridge the gap between resistance to change and those changes that may bring about organisational success (Heifetz, 1994). Mentorship which has strong links to occupational socialisation plays a huge role in socialising an individual within an organisation (Bush, 2011).

2.4 Adaptive Leadership Theory

The previous section spoke of the theoretical underpinnings that govern this study. This sub-section focuses on leadership theory. Leadership in educational institutions involves the school, parents and the community dealing with issues that at times may be very difficult. The easy thing to do is to sweep it under the carpet. As difficult as these situations may be, it does provide leaders with opportunities to demonstrate their abilities and skills as leaders

(Sparks, 2013). It may mean pointing out issues that others may prefer to go unspoken. This invariably means making difficult decisions.

A common perception that is held by most is that leaders must have the expertise to resolve all the issues that may arise (Heifetz, 1994). In some cases, they do; however, there may be times when leaders do not have the capacity to solve these problems. It is at these times that adaptive leaders are required. Leaders who thrive in situations where there are contestations and challenges.

Adaptive leadership theory may be seen as a framework that helps organisations to thrive in a challenging environment (Heifetz, 1994). School leadership especially the principal and the DP are constantly faced with challenges and contestations in various forms from parents, learners, staff and the DOE. Heifetz (1994) further posits that adaptive leadership is not positional or authority based, but rather focuses on organisational change by encouraging actions that would challenge the status quo of an institution. Adaptive leadership can be seen to be follower based which takes into consideration the input of others (Heifetz, Grashow & Linsky, 2009). Heifetz (1994) contends that anyone can, therefore, be a leader as it does not depend on a person's position or authority. Adaptive leadership depends on diversity and is actually a contradiction to bureaucracy as the emphasis is not on an individual genius on the top, but on a group of collaborative collective intelligence at the bottom (Heifetz, Grashow & Linsky, 2009). An adaptive leader would encourage people to find new ways to solve problems when dealing with challenges that may lead to the inevitable change of beliefs, norms and values (Northouse, 2012). In this study, the lived leadership experiences of deputy principals were studied to gain an understanding of how they enacted their leadership duties in order to address the inevitable challenges they may face. I also attempted to determine whether their socialisation in the different contexts of their lives impacted on their decision-making strategies.

In addressing change, problems may manifest themselves in two ways: technical problems and adaptive challenges. The residence of technical problems is in the head and it requires intellect and logic for resolution (Heifetz & Linsky, 2004). These problems may be resolved by expert knowledge. A DP experiencing problems with the Maths syllabus may call the Maths subject advisor to assist with the challenges she is experiencing. Ideas that are put forward may be successfully implemented with minimum complications. In contrast, adaptive challenges reside in the heart and it requires a change of habit or way of working in order to be resolved (Heifetz & Linsky, 2004). In a school context, if the DP wants to introduce a new

sport due to the changing demographics of the school, he may have to be prepared to endure a season or two of losses to bridge the gap between where they are to where they want to be. They may encounter contestations as not everyone may be willing to accept replacing an old sport with a new one. This transition would require the school; under the leadership of the DP who is generally in charge of extra-mural activities, to embark on adaptive changes in bringing about the necessary change of habits and beliefs through collaboration and experimentation that would enable them to break new ground.

Among the many leadership strategies that may be utilised, an adaptive approach to leadership may be useful in dealing with the day to day leading of the school (Heifetz, 1994). The DP is constantly faced with challenges as he/she tries to bridge the gap that may exist between the Principal and the staff (Beltramo, 2014; Kwan, 2009). These contestations may necessitate the challenging of the current beliefs and the status quo of the school (Northouse, 2012). Deputy Principals who adopt an adaptive approach to these challenges may be better equipped to bridge this gap and maintain staff happiness. I also believe that the occupational socialisation; including the mentorship of DPs, is of vital importance for them to be in the frontline of leadership.

Adaptive leadership is an innovative way of dealing with issues and problems that may on the surface look easy and not very complicated to find solutions to. It enables leaders to draw on their experiences and looks at the bigger picture and be willing to endure a period of supposed "chaos" to enjoy relative success in the future. Adaptive leaders are creative in the way they deal with problems and encourage educators to look for solutions rather than offer them. These solutions; when they do manifest themselves may result in individuals having to change their attitudes, the way they think and the way they do things. Although there appears to be a disorder at first, there is an underlying sense of equilibrium that exists.

2.5 Chapter Summary

This chapter began by discussing the recurring debates that surround the practices and experiences of DPs. It went further to deal with the theoretical framework that framed this study. In this sub-section I discussed Occupational Socialisation as well as Adaptive Leadership Theory. The identity of DPs was then discussed. Next to be highlighted were their roles and responsibilities as well as the challenges and contestations that made up their day. I concluded the chapter by discussing their relationship with the principal and lastly looked at

the professional development of the DP. The next chapter highlights the methodology that was used to conduct this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explored the justification of the choice of methodology. I firstly rationalised the choice of using the interpretive paradigm as a world view to explore the lived experiences of the deputy principals. Following this was the validation of choosing the qualitative research approach for this exploration. Further to this, this chapter justified the choice of using a narrative inquiry to understand their lived experiences. Purposive sampling was then explained as the method of choosing the samples to be studied. Following this was the alignment of the data generation methods to the method of enquiry. Semi-structured interviews, collage inquiry and artefact study provided rich data to be analysed. Lastly, I touched on the ethical considerations that needed to be adhered to when conducting such studies.

3.2 Interpretive research paradigm

Scholars portray DPs as forgotten leaders, wasted resources, un-sung heroes (Barnett, Shoho, & Oleszewski, 2012; Blose & Naicker, 2018; DeWitt-Oliver III, 2013; Shore & Walshaw, 2018; Townsend, 2018). When I (the researcher) looked at these descriptions, it spoke to me of stories that have not been told. This by implication meant that they (DPs) may have been misrepresented or not properly understood. Taking this standpoint into consideration the natural worldview to employ to better understand the experiences of DPs was the interpretive paradigm. Being a Science teacher by profession this went against the grain of my education and the lessons I taught to the learners (there is a scientific reason to explain most phenomena). Positivist thinking arises from the belief that there exists one reality and that this truth must be uncovered (Lincoln & Guba, 1985). I had, however, also come to the realisation that positivist thinking; which is much aligned to scientific thinking, is all about black and white (Bertram & Christiansen, 2014). The world is not only black and white. There is a beautiful spectrum of colours in between that would be ignored if we only focused on the two factual shades. The critical paradigm as a world view, on the other hand, is transformational by nature and seeks to rectify social injustices by empowering the participants to change their current predicament (Bertram & Christiansen, 2014). It encourages the participants to evaluate and then question the current status quo (Merriam, 2013). The critical paradigm; which although relevant, would not be a hand in glove fit for

this study as I did not intend to influence or put right a social injustice (Bertram & Christiansen, 20140.

For these reasons, I chose the interpretive paradigm to fully understand the lived experiences of DPs in primary schools that have been sampled. Whether these experiences were positive or negative would only come out in the analyses of the field texts. In using this paradigm, I hoped to understand and find meaning attached to their lived experiences (Bertram & Christiansen, 2014). The research questions were drawn up; which are exploratory in nature (who and what questions), as well as the data generating methods, made me lean more towards and finally choose the interpretive paradigm.

Understanding; which is the key tenet of interpretive research, may be interpreted in a variety of ways and may even call upon the context to add to the meaning (Merriam, 2013). Knowledge and reality are therefore socially created through the challenges that are experienced by people; in this case, the DPs in their particular context (Mertens, 2005). As my theoretical framework   showed; although DPs have been professionally and organisationally socialised to adapt to the rigours of school life, they also leaned on the lessons learned at home and in other organisations; like churches, temples and mosques, to help them cope with unique situations that presented themselves before their desk. These may have a direct bearing on how we understand and make meaning of their lived experiences.

No two individuals experience the same occurrence in the same way. Lincoln and Guba (1985) interpret this as the multiple realities that encompass people's experiences. Lincoln and Guba (1985) go on to posit that there is no fixed or definite way of understanding things. The understanding of the meaning, values and beliefs of the phenomena in the social sphere underpins the need for the interpretive paradigm (Husain, Elyas, & Nasseef, 2013). It also explores the need of the researcher to comprehend social reality by building on rich descriptions of the lived experiences of the participants. It was these persuasions that convinced me that the interpretive paradigm was a "good fit" in the attempt to gain an understanding of the lived experiences of the sampled DPs (Bertram & Christiansen, 2014).

3.3 Qualitative research approach

There are two fundamental approaches to academic research: quantitative and qualitative approach (Bertram & Christiansen, 2014) and consideration must be given to the paradigm that is chosen when determining the approach that is going to be used. Quantitative researchers to a large extent engage in the practice of testing a theory (Stake, 1994). This type

of research is also by nature deductive and requires a hypothesis before the research can start (Lincoln & Guba, 1985). The assumption of this approach is that there is a single reality and this reality can be measured by predetermined instruments (Stake, 1994). Qualitative researchers extol their humanistic virtues in the way they interact with their participants as they try to gain understanding and insight into their lives (Lincoln & Guba, 1985). For this study, a qualitative approach was used. According to McMillan and Schumacher (2010), behaviour that is studied in a natural setting is one of the distinguishing characteristics of a qualitative study without any manipulation or control of the setting or participants. Qualitative research also allows the participants the opportunity to describe in their own words their experiences as they lived it (McMillan & Schumacher, (2010). This was an important point to consider as I was interested in trying to understand the lived experiences of DPs. Their personal experiences; retold in a narrative format, appeared to be an ideal vehicle to give voice to their lived experiences. The language that is made use of in qualitative research is very personal and the definitions and stories used in the study evolve as the participant's experiences continue (Creswell, 1998).

It must also be stated that research in the Education discipline is not restricted to a particular approach. Depending on the phenomenon being studied researchers may choose either of the approaches (Stake, 1994). Mixed methodology; a combination of approaches in the same study have also been used with success (Merriam, 2009).

The additional points articulated below also provide ample justification for my choice of methodology. Qualitative research is a field of study that interprets human experiences and makes visible the attitudes and assumptions of the participants (Denzin & Lincoln, 2008). This field of study is located in a natural setting and attempts to make sense of events by the meanings that are attached to them (Denzin & Lincoln, 2008). It uses a variety of different empirical methods like narratives (as in the case of this study), case studies, life stories and introspection that may describe memorable or routine events and the meanings ascribed to them (Denzin & Lincoln, 2008). The "who" and "what" questions that are prevalent in qualitative studies (this study included) enable the researcher to undertake in-depth explorative research of the phenomenon (Merriam, 2009). Merriam (2009) also indicates that a key feature of qualitative research is that the researcher is central to and also an integral feature of the study.

Taking these factors into consideration a qualitative approach was appropriate as it allowed me to gain insight into the experiences of the participants, how they viewed leadership and management and how they dealt with the challenges that they encountered in order to maintain success. In using a narrative inquiry, I (the researcher) became immersed in the stories of the participants and the way I used the words that have been uttered by the participants brought to life their experiences in a way that a quantitative approach would not have.

3.4 Narrative inquiry methodology

From the onset of time, people have been telling stories to convey tales of exploits, love and death. Stories have thus become the soul of human understanding. Moller and Eggen (2005) suggested that leadership practice is a narrative and therefore, a narrative inquiry would be very useful in perceiving the complexities of school leadership especially the DP's socialisation into that role. "Narrative" is an inclusive term that embraces the dimension of personal experiences and considers how this interaction plays out over time and context (Clandinin & Connelly, 2000). It also enables us to engage in narrative knowing which embraces all the memorable and fascinating knowledge that assimilates layers of realisation of an individual's experiences (Clandinin, 2006)). All educators including the DP experience a myriad of different emotions and encounter different personalities during their day at school and for these reasons the above statement is very pertinent in choosing the right vehicle to bring their lived experiences to light.

A narrative inquiry presents opportunities for the understanding of the professional as well as personal experiences of DPs in and out of the school setting (Steyn, 2013). This aspect ties in neatly with the choice of a theoretical framework as the occupational socialisation of the DP should in itself bring to the fore rich stories of their experiences. This methodology also makes use of visual components of data generation like collage inquiry and artefact study to add a rich image-based factor to the inquiry and provide another dimension to the retold stories. Thus a narrative inquiry delving into the stories of leaders; notably the DP, provides the researcher with an effective tool to bring into illumination the experiences of such leaders (Weiner & Holder, 2018). A narrative inquiry has the potential to uncover and bring out what is important to the participant by also not discounting the processes and experiences that led to that realisation (Haydon, Browne, & van der Riet, 2018). Weiner and Holder (2018) opine that narrative inquiry has the ability to bring to the fore authentic, rich experiences that have

been lived. With the dearth of literature on this topic from a primary school perspective in South Africa, this study hopes to add its voice to the discourse.

Narrative inquiry is also a systematic gathering and analysis of data which tells the chronological stories of people's lives and helps us to make sense of the ambiguities that may shadow understanding (Etherington & Bridges, 2011). These findings are retold in the form of an informal story that may be both engaging and informative to the reader as they may relate to certain contexts (Haydon, Browne, & van der Riet, 2018). Narrative inquiry has the potential to allow participants the opportunity to freely tell and even retell their authentic stories in a forum that is free and void of judgement (Connelly & Clandinin, 1990). Connelly and Clandinin (1990) further postulate that people live lives that are storied and individuals, therefore, make meaning from these stories. The fabrication of these meanings was important if the researcher were to understand the lives of the DPs. I intended to make meaning and gain understanding from the lived stories of the participants. In stating that DPs are often forgotten leaders (Blose & Naicker, 2018), a narrative inquiry attempts to give voice (Tierney, 2000) to their often marginalised or voiceless experiences.

Connelly and Clandinin (2006) brings to the fore three common places when contemplating a narrative inquiry: temporality, sociality and place. These are seen as pointers that may direct the inquiry. These commonplaces must also be explored simultaneously as one cannot be given more emphasis at the expense of another (Clandinin, Pushor & Murray Orr, 2007).

In their discussion of temporality, Clandinin, Pushor and Murray Orr (2007) state that every person and event possesses a past, present and future. Therefore, in a narrative inquiry these events, people and places must always be understood as being in a state of temporal transition. The lives of DPs may be explored by looking at how their past experiences impact their present experiences and how these may have a bearing on their future.

Sociality according to Sarasa (2017) comprises of the interactions and interpersonal relations of the actor of the lived experiences to those around him. Personal and social conditions are of importance to narrative inquirers (Connelly and Clandinin, 2006). By considering this the inquirer draws attention to the factors, environment and people that form the context of individual actors (Clandinin, Pushor & Murray Orr, (2007). Family and school settings lead to interaction between different role players. Each role player may leave an indelible mark on the experiences of DPs. These experiences and contextual factors may also shape the way DPs enact their responsibilities on a daily basis (Connelly and Clandinin, 2006).

The third commonplace is place (Connelly and Clandinin, 2006). Place emphasises the physical and concrete boundaries within which and event or sequence of events take place (Sarasa, 2017). Boundaries may shift as the events unfold and it is important for the inquirer to determine the impact this new place has on the event and the actor (Clandinin, Pushor & Murray Orr, (2007). The boundaries within which DPs live and work are fluid (Connelly & Clandinin, 2006). They often take their work home and bring home morals and values to school (Clandinin, Pushor & Murray Orr, (2007). These boundaries within which they live their experiences and where important events take place become important markers which impact on their lives as well as those around them (Connelly & Clandinin, 2006).

Narrative inquiry as a methodology fits hand in glove with the interpretive paradigm as the researcher seeks to know the world not by observing an external reality but by constructing multiple realities through interaction with the participants (Dodge, Ospina, & Foldy, 2005). It also appeared to fit snugly with the theoretical framework chosen as the use of occupational socialisation in this context involved the retelling of a number of stories; both past, present and future expectations as experienced by the DPs. Narrative inquiry; which involved the retelling of these stories, added value to their experiences and allowed the participants the chance to reflect on their occupational socialisation. The intention of a narrative inquiry is not to document the reality of a phenomenon or experience but the participant's interpretation of that reality (Clandinin & Connelly, 2000). It is also accepted that the retelling of the stories involves the researcher as well as the participants in a particular setting which casts doubts as to whether the representation of the generated data is legitimate (Hunter, 2010). I attempted to dispel these notions by collaborating extensively with the participants as well as making use of multiple data generating methods. These data generating methods corroborated the stories that were told.

3.5 Selection of participants

The schools sampled for this study were purposively chosen. Purposive sampling involves the choosing of participants where the researchers know that they would generate the optimal field texts (Merriam, 1998). Purposive sampling is also non-random because the researcher pre-selects the participants due to the anticipated generation of data-rich field texts (Bertram & Christiansen, 2014). The two deputy principals sampled were purposely selected from the Ethusini Circuit as they fit the location of the study. My second point of justification for purposive sampling was that the schools chosen for the study were close to my school so that travelling to them did not pose a serious problem nor would it waste too much time. The

time wasted in travelling or being stuck in traffic due to load-shedding may either put me or the participants in a foul mood prior to the generation of data. Data generation would then become skewed and would not reflect the true feelings of the participants. This would not be beneficial for the study. The Deputy Principals I chose also had to have a minimum of five years' experience of being in their particular post in that particular school.

The predetermined criteria were the number of years' experience (five years), the location of the schools (Ethusini Circuit) and the travel time and distance to the schools. Bertram and Christiansen (2014) state that choosing one or two participants in a qualitative study is an acceptable sample as it is an in-depth study using the participant's views and experiences. This study sampled two deputy principals. McMillan and Schumacher (2010) make a case for purposive sampling stating that it may yield thick descriptions about a specific phenomenon whereas probability sampling may not always do so. Purposive sampling may also provide rich data from the chosen participants (Bertram & Christiansen, 2014). A qualitative study with purposive sampling; as in the case of this study, is an accepted form of sampling as the results were not meant for generalising (Bertram & Christiansen, 2014). The choice of two DPs means that the results cannot be generalised for usage in schools throughout KwaZulu-Natal but could provide important insights into their lives which could be studied further by other researchers (Marimandi, 2015). The points articulated above are justification for the choice of purposive sampling for this study.

3.6 Methods of generating and eliciting stories

Field texts were generated by making use of three methods: semi-structured interviews, a collage inquiry and use of participants artefacts.

3.6.1 Narrative interviews

Two narrative interviews were conducted in English with the DPs of the sampled schools. English was the home language of both the participants. A narrative interview was an effective data generating tool as it was an open-ended tool that promoted the usage of follow-up questions to bring about clarity (Merriam, 1998). This also allowed for an open conversation to be developed. Narrative interviews can also be flexible (McMillan & Schumacher, 2010). A narrative interview is an amalgamation of closed and open-ended questions followed by leading questions that entice the speaker to engage in further dialogue (Clandinin, 2013). Using a narrative interview also enabled me to gauge the direction the interview was taking which allowed me to remove certain questions as the interviewee felt

uncomfortable answering them. This flexible approach to interviews allowed the interviewee the freedom to relate their lived experiences whilst the semi-structured interview schedule still allowed me to direct their conversations to align with my research questions so that more reliable data could be generated (Cohen, Manion & Morrison, 2007). A narrative interview allowed for a great deal of freedom to the interviewee which resulted in very detailed accounts of their lived experiences.

The interviews were structured in a manner that enabled the participants to be comfortable and confident in relating their experiences. I first read out the question to the interviewee. The interviewee was then given the opportunity to relate their experiences. I encouraged the interviewee with words of affirmation during the conversation (Govender, 2016). This enabled the interviewee to divulge more stories and anecdotes (Jovchelovitch & Bauer, 2000). Follow up questions were then put forward to clarify or elicit more conversation (Merriam, 1998; Jovchelovitch & Bauer, 2000). During this time, I took down notes from what I had picked up from the conversation so that I could clarify certain aspects to get a more accurate account. This was done after the interviewee had stopped speaking. Once the interviewee and I were satisfied that question had been fully engaged with, I proceeded to the next question using the same format. By adapting and combining the procedures used by Merriam (1998), Jovchelovitch and Bauer (2000). I was able to conduct an interview; that in the end, was more indicative of two friends having a conversation than a formal interview. This approach was appreciated by the participants and they were very happy with the outcome. At all times the interviewee was made aware that their responses were being recorded but because of the structure of the interview it did not faze them at all.

3.6.2 Collage inquiry

Choosing the best data-generating tools to best elicit stories from the participants is a vital aspect of a successful research study (Creswell, 2007). Art-based methods of generating data have increased in popularity as it allows those that had no voice before to express themselves in ways that would bring out the full meaning of their stories (Tierny, 2000; Simmons & Daley, 2013; Gerstenblatt, 2013). Collage inquiry is a visual, artistic method of data generation which employs the manipulation of relevant pictures in a particular setting to bring about reflection on the part of the participant, (Naicker, 2016). As a creative method of generating data it brought the unconscious thoughts of an individual into view (Simmons & Daley, 2013). This was a relevant point because often the unconscious thoughts convey greater meaning than what is verbalised and this was one of the reasons why I used this

method in the study. Pictures may trigger memories that may lead to further stories (Naicker, 2016).

Collage inquiry attempts to articulate vivid non-linguistic creative representations so that it can be analysed to bring about meaning (Gerstenblatt, 2013). A Collage uses images and re-purpose them to convey a special meaning that is unique to the creator (Gerstenblatt, 2013). This explanation fits hand in glove with the idea that no two person's stories are the same. It brings to the fore rich data that would have remained silent because the participant may not have known how to bring to the light their emotions and thoughts through words alone. This is another reason for using a collage inquiry in this study as I hoped to bring to the fore hidden aspects of the actors lives that influenced how they practised their leadership skills.

The images (including words) that are chosen for a particular collage elicit emotions and messages that written or spoken word may find difficult to articulate (Gerstenblatt, 2013). Teachers in my experience are at times solitary individuals with very little time to socialise due to the heavy demands of planning for and marking activities of lessons delivered. They often keep emotions and feelings bottled in and do not readily speak about their experiences. By using a collage in this study, I hoped that it would provide an opportune avenue to more or less give vent to their feelings and expectations.

The collage as a whole has the capacity to convey a completely different message than the individual images on their own (Gerstenblatt, 2013). This enables the participants to reflect on their experiences and to draw on these to cope with future experiences. In so doing it brings to light past memories, present memories as well as future aspirations into a single collage (Naicker, 2016).

 This point is pertinent as it ties neatly with the research method I have chosen (narrative inquiry) to retell the story of the two sampled DPs as narrative inquiry enables the researcher to delve into the past, present and future of the participants. A narrative inquiry attempts to re-tell the stories of the participants. A collage inquiry is a method of eliciting stories from DPs) the creators of the collage (Naicker, 2016). Since the the study intends to create the stories of the lived experiences of the DPs, this method of narrative data generation is appropriate. The collage can also be used as a trigger to elicit more reactions and thus more stories from the DPs. It also brought to the fore three attributes: it allowed the participant to reflect, elicit information as well as allowing them to conceptualise their thoughts through a means that does not require initial verbal articulation (Gerstenblatt, 2013). These three

attributes allow the participants to conduct an introspection of their personal as well as professional experiences and to understand the reasons why certain things occurred (Naicker, 2016).

The procedure I followed for the creation of the collage was simple and straightforward. The reason for this was to prevent any ambiguity. I presented the creators of the collage with a printed document outlining the process. I then read it out to them. The collage artists were given five magazines. They had to find pictures or words that related to their journey to eventually becoming a DP and beyond. This field text generating tool enabled me to answer research puzzle one and two and three.

The collage was the first instrument to be used to generate data. The reason for this was that I wanted the collage to be in front of the DPs when I conducted the narrative interviews. This enabled the participants to dwell on their responses by looking at the collage. This also acted as a reflexive tool to verify the veracity of the responses. The collage brought to light certain memories as the SSI unfolded.

3.6.3 Artefact inquiry

The use of artefacts to generate field texts is a creative method of gleaning valuable information that at times may not be possible to gain through conventional methods like SSIs (Clandinin & Caine, 2008). For this reason, it is similar to making use of a collage or artwork to generate field texts (Govender, 2016). Artefacts may also trigger memories that have become dormant or embedded and allows them to resurface (Clandinin & Caine, 2008). This method of inquiry is also visual and metaphoric as it often has a deeper meaning that may not be immediately obvious to the researcher (Pithouse-Morgan & van Laren, 2012). The participants were asked to bring an artefact that had special significance to them as a leader. Questions were posed to the participants as to the importance of these artefacts. These artefacts enabled them to relate stories of the special meanings attached to these objects (Clandinin & Caine, 2008). In using this as a field text generating tool I was able to improve the trustworthiness of the study as the responses from the participants confirmed responses from the other sessions. The artefact study helped me to piece together all three research puzzles as the responses to their artefact neatly tied the loose ends of their narratives.

3.7 Reflections in the field

The field text generating process was a very enjoyable and fulfilling experience. Both the DPs mentioned that they had been involved in interviews before but had not experienced

sessions like the ones we had. They chalked these as lived experiences that have impacted on their practice. That simple comment justified my choice of field text generating tools. The DPs were especially ecstatic with the collage inquiry and artefact study. The collage made them reflect on their experiences and practices. Grace and Hope confided that new meanings were attached to some of their experiences when they reflected on their choices of pictures during the discussion phase of the collage inquiry.

It was interesting to also reflect on the DPs' personal choice of words and phrases that were used during the discussions we had. Some of these phrases and memories resonated with my experiences and took me back to my childhood. I have also grown as a professional. Listening to how the DPs practised leadership and undertook their roles and responsibilities made me reflect on my practice. I have with permission, implemented some of the strategies that I was introduced to during my interview and collage inquiry sessions. This collaboration made me entertain the possibility of engaging with the DPs regularly to share ideas and experiences. The wealth of experiences and practices that were evident made me realise the foolishness of wasting such a valuable resource.

3.8 Data analysis of field texts: Crafting narratives

In analysing and retelling the stories of the participants, there was the danger for the analyst to change the participant's experiences and therein was the challenge for the researcher, (Hunter, 2010). The researcher as an analyst plays an important role in narrative inquiry as what is received or listened to is just as important as what is told (Barusch, 2012). The dilemma for the researcher was that sometimes what the storyteller meant to say and how the story was analysed and re-told may be very different from the experience (Bochner & Riggs, 2014). In analysing the field texts, it is important to determine the motivation (why are they telling the story) as well as the intention of the narrative (Barusch. 2012). Narrative texts are therefore analysed within the historical, cultural and social contexts in which they occur (Hunter, 2010). The historical, cultural and social contextsform part of the three commonplaces within which the experiences occurred (Clandinin, Pushor & Murray Orr, (2007) .

When analysing field texts I encountered many "stories"; some were relevant whilst others were not. Bamberg (2016) posits that small stories (irrelevant) narrated by participants may relate to incidents that just occurred in the morning or evening or even an event that is still unfolding. Further to this, these events are told simply out of the need to share about what

happened and may have no relevance to the phenomenon being studied. These small stories, however, give the reader a picture of who the participants are whilst the big stories identify the phenomenon under investigation (Bamberg, 2016). The manner in which the narratives were analysed are presented below.

3.8.1 Narrative Analysis

In a narrative analysis, the texts generated take the form of a story that was told by the researcher as a representation of the events and issues that have been studied (Hogue, 2017). The process of creating and developing the narrative was viewed as an inquiry itself (Polkinghorne, 1995). Each oral story was carefully transcribed noting the euphemisms and particular inflections used. In so doing it enabled me to get the feel of the stories being told. Identifying narrative introductions like "I remember the time..." were also important in creating the narratives (Bamberg, 2016). Whilst creating the narrative I paid specific attention to plot, characterisation and setting as espoused by Polkinghorne (1995). The commonplaces of the narratives (temporality, sociality and place) were especially considered as these had special meaning to the particiant ((Clandinin, Pushor & Murray Orr, (2007). I also placed special emphasis on the language used as well as the coherence of the narrative (Barusch, 2012). This may lead to feelings of empathy and possibly the promotion of social justice by the reader (Bochner & Riggs, 2014). Paying attention to these details may also enable the reader to enjoy the narratives as each story was unique and may elicit different emotions. Notice was taken of the position of the characters in the story as well as where the narrators positioned themselves in time and space as this changed during the course of the narrative (Bamberg, 2016). This resulted in the narration of vivid stories that captured the real life of the participants.

3.8.2 Analysis of Narratives

Polkinghorne (1995) differentiates between the analysis of narratives and narrative analysis. When the analysis of narratives was done, the text became the object being studied (Polkinghorne, 1995; Bamberg, 2016). Data was de-constructed to look for themes and sub-themes that ran through the stories (Polkinghorne, 1995). These themes were then used to identify similarities between the stories of the different participants (Polkinghorne, 1995).

3.9 Ethical Considerations

Conducting research in any setting is extremely demanding and there are major points to consider before, during and after the research process (Creswell, 2007; McMillan &

Schumacher, 2010). The sections below address these points. Maintaining the confidentiality of the school as well as the participants is of paramount importance if the researcher wishes no harm to accrue to them (Bertram & Christiansen, 2014). Informed consent from the relevant gatekeepers was sought. This section also discussed how this study would be of benefit to the school, the participants as well as the educational community at large.

3.9.1 Confidentiality

This research was approved by the Ethics Committee and permission was granted by the Department of Education as well as the sampled gatekeepers. Participation in this study was purely voluntary and participants were informed that they could withdraw from the study at any time (Bertram & Christiansen, 2014). Informed consent from all relevant parties was requested and granted. All participants, as well as the schools, were given realistic pseudonyms to ensure confidentiality. Participants were given a copy of the dissertation to read to determine whether they felt confident that their identities were kept confidential. All recordings and transcripts were stored in my laptop which was secured by coded access as well as facial recognition. The code was known only to me. The only people that could match participant responses to pseudonyms was my supervisor. All generated data remains the property of UKZN for a period of five years after which it would be safely disposed of in a location provided by the university in the presence of my supervisor.

3.9.2 Beneficence

For research to be effective, it has to be of benefit to the participants in some way or the other (Bertram & Christiansen, 2014). It would be pointless for a participant to actively engage in a study in the knowledge that the findings would not benefit their practice in anyway. Benefit in the form greater understanding of educational practice or understanding of why the participants engaged in certain actions would result in a positive interaction with the research study. The participants in this study testified to the success of the study through a greater reflection of their practices. They were also able to ascribe new meaning to their past experiences. The DPs were also interested in conducting a collage inquiry for their next staff development.

3.9.3 Non-Maleficence

Research should not in any way do harm to the participants (Bertram & Christiansen, 2014). The participants should feel confident in the knowledge that their contribution to the study is confidential and their responses would not be used to hurt individuals or bring their

institution into disrepute. This was ensured by the use of realistic pseudonyms for both the schools and the participants (Bertram & Christiansen, 2014). Care was also taken to work collaboratively with the participants (Merriam, 1998). Close collaboration with the participants ensured that they were aware of the proceedings as well as having access to the generated data and transcripts. Any condescending or inappropriate tone or findings were immediately changed or revised.

3.9.4 Role of the Researcher

The role of the researcher is of vital importance as they have the potential to influence the direction the study is taking by showing bias. For this reason, I was very aware of my role in the study with regards to the interpretation and analysis of data. Hunter (2010) encouraged the researcher to constantly question how they are influencing the direction of the study. It is also of importance for the researcher to establish a relationship of trust with the participants as the participants should feel confident in sharing their experiences knowing that they are protected (Bertram & Christiansen, 2014). The retelling of a story has a moral implication as this often involves deliberate choices and may impact on the stance adopted by the researcher in the study (Hunter, 2010). Regardless of whether the moral stance is made obvious or kept covert, it influences the way the story is being reconstructed.

3.9.5 Trustworthiness

Four appraisal constructs need to be investigated to evaluate the trustworthiness of a qualitative study (McMillan & Schumacher, 2010). These are: credibility, transferability, dependability and confirmability (Bertram & Christiansen, 2014). Care was taken to ensure that the generated field texts were authentic and that the analysis was trustworthy. This can be done through the presence of a clear audit trail as well as close collaboration with the participants. The use of multiple field text generating tools as well as a constant reflection on the field texts generated also lends to trustworthiness. The adherence to these constructs ensures that the study is morally accepted as well as being integrally honest.

3.9.5.1 Credibility

Credibility is a vital aspect to determine the trustworthiness in qualitative research studies (Merriam (1998; Shenton, 2003). I addressed this by delving into the congruency of the findings to the actual reality of the phenomenon. Lincoln and Guba (1985) agree that credibility is extremely important if a study is deemed to be trustworthy. To ensure credibility Lincoln and Guba (1985) suggests that the procedures followed; like the questions asked and

the methods of data generation and analysis used, be similar to comparable studies of a similar nature. Prolonged interaction with the participants is also recommended so that a climate of trust develops between the participant and the researcher to ensure freedom of speech when data generation is done (Shenton, 2003). However, the participant should guard against being so immersed in the phenomenon that their judgement is influenced (Lincoln & Guba, 1985). Triangulation of methods may also add to the credibility of a study. In using narrative interviews, collage inquiry and artefact study to generate data I hoped to triangulate and generate rich, thick descriptions of the participants lived experiences. Further to this, I also used iterative questioning by going back to previous answers and using a different method of questioning to determine the honesty of responses (Shenton, 2004). By using the collage, artefacts and the SSI I was happy that the experiences were not fabricated. I also worked in close collaboration with my supervisor to ensure that the vision of the story was not lost and that possible flaws in the study were addressed (Lincoln & Guba, 1985). Lastly, all data generated was available for scrutiny by the participants at all times so that the facts could be verified (Shenton, 2004).

Reflexivity is a dynamic interactive process between the researchers themselves, the participants and the data (Etherington, 2011). It is also a seemingly complicated process of having an ongoing analytical conversation with yourself about the participant's experiences while concurrently living that moment (Etherington, 2011). Care was taken to determine whether the data generated was a reconstruction of the memory or facts by constantly revisiting the data and looking at responses derived from the other data generation methods (Clandinin & Connolly, 2001). This was made possible by using multiple methods of field text generation (Shenton, 2004). Reflection of the same story being told by using a different data generation tool made it possible to determine if there were incongruences in the story. This approach allowed me to analyse each story to establish whether the patterns and storyline were similar. A school of thought does, however, exist that states that narratives are placed at the crossroads of society, history and biography and are therefore not intended as a representation of the truth as they are reliant on the context of the listener as well as the story teller's interpretation of the experience (Hunter, 2010).

3.9.5.2 Dependability

Lincoln and Guba (1985) believe that there exists a close tie between dependability and credibility. Credibility goes a long way in addressing dependability. Dependability may be

achieved by using overlapping data generating methods (Shenton, 2004). In this study, I used a collage inquiry, artefact study and narrative interview to generate data. This enabled the participants to reflect on their responses during the narrative interview and discussion of the artefact while having the experience of creating the collage at the back of their minds. These methods of data generation also improved the factual account of the lived experiences of the participants as the participants had a frame of reference between the three data generating methods.

3.9.5.3 Confirmability

In qualitative research, care must be taken so that the voice and bias of the researcher does not overshadow the experiences and stories of the participants (Merriam, 1998). It must be stated that subjectivity is always evident in interpretive research (Bertram & Christiansen, 2014). Being an educator myself I came into the study having certain impressions and experiences but by following the methods and procedures described in this study, it was hoped that my bias would not be foregrounded. Triangulation of methods, reflexivity and on the spot checking by the participants helped ensure that the ideas and experiences of the participants were recorded and reported accurately (Guba & Lincoln, 2003).

3.9.5.4 Transferability

Transferability addresses the issue of whether the findings of the study may be transferred to similar situations outside the site of the present study (Merriam, 1998). In the case of positivist research, findings may often apply to situations that are outside the scope of the study (Bertram & Christiansen, 2014). Due to the size of the samples and the specific locations of qualitative studies, this becomes impossible. This, however, should not prevent the possibility of the findings to be transferred to other similar situations as they may be indicative of a broader social phenomenon (Stake, 1994). Caution must be used when doing so as other studies may have different contextual factors (Shenton, 2003). It is up to the individual researchers to determine transferability after considering all the factors that may impinge on the findings being transferred (Lincoln & Guba, 1985). Transferability was ensured by articulating the context of the study in a manner that is clear and without ambiguity (Merriam, 1998). By doing so; the context and setting of the study and the ability of the study to answer the original critical research questions may be of use to researchers of similar studies (Shenton, 2004). This enabled me as the researcher to constantly reflect on the critical questions and how this study may be transferred to other similar contexts through the thorough and constant examination of the purpose of the study (Bertram & Christiansen,

2014). A clear data trail and following all ethical procedures provided researchers with the opportunity to make this distinction.

3.10 Limitations

On reflection, there are a few points that were evident during the duration of the study. Firstly, the sample for the study was two primary school DPs. Whilst a few DPs may identify with the findings, it would therefore not be indicative of the experiences of the majority of the primary school DPs in the Ethusini Circuit. Secondly, the sampled DPs were both females. This was purely by coincidence and not by design. The narratives outlined in this study thus portray the experiences of female DPs. This also does not by any means downplay the importance of their experiences. It would be interesting to narrate the experiences of male primary school DPs to determine if their experiences were similar. This may probably be a topic that may be of interest to another scholar for further investigation. Thirdly, the stories of the study cannot be fully verified as being the truth because it is the lived experiences of individuals. The methodology chosen for this study; however, compensates for this as a narrative inquiry allows the participants to retell stories the way they experienced it (Clandinin & Connelly, 2000).

3.11 Chapter Summary

This chapter highlighted the methodology used to conduct this study. I justified why I used the qualitative approach as well as highlighting the reasons for choosing a narrative inquiry. The criteria used for the selection of the samples were discussed. I further outlined the data generating methods used as well as the methods of analysing the said data. All ethical considerations were adhered to. The next chapter delves into the actual stories as lived by the participants

CHAPTER FOUR
STORIED NARRATIVES OF DEPUTY PRINCIPALS

4.1 Introduction

The methodology chapter of this study highlighted the data generating methods that would be employed to generate the field texts that were necessary to outline the lived experiences of the participants. The semi-structured interviews, collage inquiry and artefact study yielded rich field texts that enabled me to co-construct the narratives that described the lived experiences of the participants. This proved to be a challenge because I wanted to capture the real essence of their experiences by making use of their subtle nuances that are unique to each individual whilst remaining true to their experiences. The narratives were given back to the participants so that veracity of the stories could be determined. The narratives below speak of their lives, love, aspirations and losses. Each story is unique, but the similarities are remarkable.

4.1.1 Grace's story: Master of my Destiny

Spectemur Agendo "Let us be judged by our acts"

My name is Grace and for the fifty eight years that God has graciously allowed me to walk this earth, I have attempted to live out the meaning of my name (with relative success but

then there are those days...). I was born in Greenwood Park during the height of the Apartheid era. I was the eldest daughter to my proud young parents John and Mary. Being the eldest of eight siblings brought its normal challenges of having to be responsible for my brothers and sisters as well as the household chores. What made life more challenging was having the next four siblings being boys. Daily challenges of having to find new ways to occupy them, keeping them out of trouble and even sometimes having to discipline them, equipped me with skills I used daily when I became a teacher (I use this term teacher because when I graduated I became a teacher, the term educator was only coined later on). This familial hierarchical position, however, was also responsible for giving me my first leadership position.

4.1.2 My early years

My school life was a continuous cycle of positivity. I attended Greenleaf Primary School, and this was perhaps the most amazing experience I have had in a school setting. Attending school was not challenging at all, and I acclimatised very easily to the daily routines. Of course, it became more challenging, but my first experience was so positive that it set the trend for future years.

My Grade two teacher was probably the first teacher who taught me how not to do things. She was a disciplinarian who boarded on cruelty, yet I respected her. Her actions were a constant reminder for me as a teacher. These experiences probably subconsciously directed me towards my future career paths. When I had to mete out discipline, I always thought back to my Grade two days and was a little kinder in disciplining.

My favourable primary school experience translated itself into similar experiences in high school. When my father; who was a school principal, wanted me to follow in his footsteps when I finished school. It was finally decided that I would follow a career in dentistry after my father's initial choice for me to become a teacher was frowned upon. There were very little choices for women besides law, education and medicine. I pursued my path in dentistry at the University of Potchefstroom. This was my first experience of being away from home. My first real academic challenge came at university. My academic progress took a slight detour as year one was not my best. I, however, developed and became more mature as a person to the point where I decided to pay for my studies by getting a job. Thus, began my little stint in nursing.

4.1.3. My personal sacrifice

Jeremiah 29:11 "For I know the plans I have for you..."

It was only in reflection did I realise how important this chapter in my life would be in relation to my personal growth. It also allowed me to give back to my father in a way that I would not have been able to, had I not gone into nursing. It also gave me inner strength and a sense of gratitude for his constant love and support. In a way, this also expunged the guilt of my first year at university.

My last few months as a nurse were spent in the oncology department of the hospital. This was both a sad yet happy period for me. I was faced daily with despair and pain as terminally ill patients came in with little to no hope of surviving to witness the next sunrise. It was then that I got the news that the person who I thought was invincible, suddenly became a mortal human. My father was diagnosed with cancer. It was a blow to the gut.

We decided that my father would not be taken to a hospice but that I would take care of him after my duties for the day were done at the hospital. My father was nursed at home until his second last day. His condition was by then becoming too much for my mother to bear. I could understand her fear of her waking up in the morning to find out that he had slipped away during the night. I could not bear for her to go through her life with that image. We finally put my father in a clinic but he did not last long there and finally succumbed to his illness. I had lost my first hero. He was my rock.

4.1.4 Leader of the family

When my father passed away my mother fell to pieces. The role of family leader fell very easily on my shoulders and I wore that role with pride. I decided to leave nursing and find a job to support the family. My new job placed me in a field that I would never leave. I became a secretary in a school. With the income generated from my new employment opportunity I was able to support my family and was also able to further my studies as a teacher. I continued where my father had left off and, in my mind, becoming a teacher, later on, was a fulfilment of his dream for me.

That said, my mother was still my conscience. As much as I learnt mercy from my father, my mother's actions entrenched this virtue in my life. My mother instilled in me the love for and the importance of the family unit. Everything revolved around family. Sundays were especially memorable for us. I remember my mother cooking and preparing for our family functions. Her preparation and attention to detail made me the person I am today. When I think back this was probably the reason, I am so meticulous in my planning and preparation as well.

She also forced me to be a leader. When my father passed away, she always looked to me to take on the leadership role. My mother was not confrontational. Her job was to make sure everyone was happy. Later on when there was a delicate matter to handle, she would leave that to me. It used to be my father's responsibility, but she had confidence that I could and would handle it. I had seen him do it through our times together and I knew what was expected of me.

4.1.5 How my career unfolded
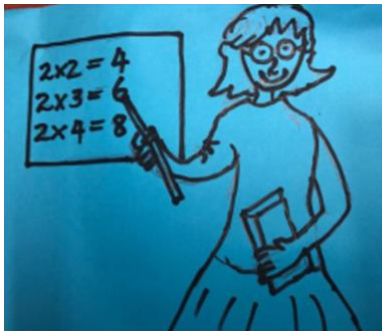
Image 4.2 First post

I received my first post (Image 4.2) when I completed my Higher Diploma in Education. I was thrust into a Grade Ten class and the very next year I was given the Grade Twelve class to teach. I met my life partner in 1974. After a period of courting, we got married and we had our first child. Sixteen years later I fell pregnant again.

Image 4.3 My family (Representation)

Back at work after my pregnancy, my desire to be prepared and also to prepare the Grade 12s was reflected in my Departmental Head's words to me. She said that I was doing too much but I knew that I could handle it. My Head of Department was also drawn into my hard-working ethos and she joined me the following year in trying to fully prepare the learners for

their final school year. I learnt a lot from her that year and she became one of my first professional mentors.

My first experiences as a teacher prepared me for the role I have had to play as a Deputy Principal. My HOD reinforced in me the values of hard work and preparation which were started by my mother. Having to prepare the Grade 12s for the examinations was a daunting task but her support and encouragement allowed me to work towards being the best that I could be and do. It was a very proud moment for me when I finally assumed her position as Departmental Head when she resigned.

To be honest, in my previous school I learned how not to be a leader. I remember when we had our morning meetings, the SMT would be in dread when I put my hand up to remind them of certain decisions that were taken and not implemented. Looking back, I may have come across as being a bit insubordinate and I used to get into trouble for that but decisions were often pending, and the voices of the teachers were ignored. When I became a Departmental Head, I sat in the right forum to voice my thoughts and it became easier for me to become heard. This lesson was a stark reminder for me when I was faced with decision making and when having to deal with teachers who wanted to be heard. In a strange way these real life lessons of how not to be a leader enabled me to develop my leadership style. I guess I needed these experiences in my life as I was beginning to become despondent with what was happening in high schools especially with the discipline of the learners and lack of respect shown to their teachers. I would leave school feeling sad and unfulfilled because I was not impacting on the lives of the learners and yet I still loved teaching. When I was promoted to Deputy Principal, the new school was like a breath of fresh air. I rediscovered my zeal and passion. Another important event that helped me to rediscover my zeal was when I met Oom Dawid.

At my new school, I was part of a group of teachers who went to the Kalahari with jewellery students from the Durban University of Technology (DUT). Oom Dawid took us into the desert; which had the wild cats, armed with just a lighter. I learnt to trust his knowledge and instincts.

Image 4.4 San rock art (Grace's artefact)

I was also enlightened by how little the San (Image 4.4 San rock art) could survive on. They did not have any fancy technology or luxuries to live on, but they were content with what they had. They were so in tune with nature. When I went back home, I began to put things into perspective. I always like to be prepared for everything at home. For this reason, I almost have two of everything. When I looked at that I realised that I did not need them. I began to give things away to people who needed it. My trip to the Kalahari taught me a valuable lesson on being in tune with what is necessary and not with consumerism.

Sometimes reflections are important for your personal life as well. We spend so much time reflecting on our successes or shortcomings that we neglect our personal and family life. The days I spent reflecting in the hot desert instilled in me a new meaning of what it is to live. This also helped me in the way I lived and interacted with everyone at school as well. My late father also influenced the way I now began to lead.

Looking back, my father was perhaps my biggest and most important mentor. He was a strong person who did things by the book, but he was fair and just at all times. When I was reprimanded as a child I, always understood the reason for my punishment. I remember my father always telling me to put myself in the position of the other person before deciding. I carried that important life lesson into my teaching profession and when I had to reprimand anyone, be it a learner or a colleague, I remembered my father's words and I always tempered discipline with mercy.

My father also taught me that working smart was more beneficial than working hard. He said that by working smart you made hard work seem easy. His words always echoed in my mind whenever I had to undertake a huge project or task. My father also treated people with dignity. He also told me that it was very smart to keep people who are not your friends very

close because then you could always be aware of their intentions. These are character traits that I hold very close to my heart.

My father may have laid the foundations for my success but the main reason I became successful was because of my faith. My greatest passion is serving the Lord (image 4.4). My faith is central to me and it guides me in my daily decision making. It is the foundation of who I am. God has brought me through situations and trials that would have broken an ordinary person. My faith in Him has made me extra-ordinary. My Sundays are spent going to church and preparing meals so that the whole family could gather and catch up on family matters. I attend prayer meetings and constantly seek his advice through fasting and prayer.

This brings me to the person is still playing a major role in my role as a leader. Mr Andrews, my current principal. My studies did not prepare me for the rigours of being a DP. Mr Andrews and I learned the tricks of the trade through on the job trial and error. My principal is a stickler for punctuality and deadlines. He does not meet deadlines, he beats deadlines. If I am honest with myself then I would say that my principal is an amalgamation of the characteristics, I hold dear of my father and my mother. He is a firm yet gentle soul who has the learners' best interest at heart. He does everything by the book but is willing to put his neck on the block if he thinks that the school would benefit from a deviation of policy. His attention to detail coupled with his ability to be innovative with the resources at our disposal has put our school firmly in the heart of the community. His actions inspired me to follow and if not emulate them as I carried out my daily responsibilities. I would love to inspire and empower other teachers to assume leadership roles in school in the same way Mr Andrews has inspired me because this would make our team better.

We are constantly talking and this benefits the school as our conversations often end up with us implementing a new plan to improve the Maths or English marks or maybe repainting the toilets to make it look better. Something positive always comes up.

Mr Andrews is much younger than me, so I do not have any aspirations to be the next principal here; unless he decides to go on early retirement. I think I have served this school well enough as a DP. That may be as far as I go, at this school. If given the opportunity to lead this school, I think I would do a very good job. I have been mentored by Mr Andrews well enough to assume full leadership if the need arises. I do not see myself doing this all over again in another school.

4.1.6 The present:Continuing the tapestry that is me…

I had to learn how to become a DP through my experiences at school. People have described me as a people's person, a confident leader, a warm, caring somebody who is always smiling and a person who always displays empathy. I am seen as one of the guys, but the staff accepts my position and the responsibilities that go with it. There was this one incident where the washing machine was leaking, and nobody saw it. I did not see it as below my station to take up a mop and mop the water that drained from the washing machine. I have to add that I love to laugh. People often hear me before they see me. I am still a strict leader. I try to use these personality traits to my benefit when I have to deal with people and learners. In my job dealing with people is a responsibility that takes up most of my school time and I try to be as gracious as possible when making decisions that may potentially have a huge impact on the lives of those that are affected.

4.1.7 My life in a book

Image 4.5 Reading

Reading (image 4.5) for me is an absolute pleasure. I always have about three books at my bedside. It is easier now in our technologically advanced world that I can have my book on my laptop or even on my cellular phone. I enjoy a wide genre of books, but faith-based books have a special place in my heart. Books have been my comfort when I was despondent and through tragedy.

I love dogs. I have an affinity for them, and I must have at least three at home Dogs are special. They can tell when you are happy or when you are sad. They do not judge you, but they are always there for you. When I am old and living the high life when I retire, my dogs will be with me wherever I go.

I have tied to instil in my children the need for healthy living and eating healthy. Sunday is a special day. It is a family tradition where we cook and gather in our grandparent's home. In

those gatherings as well, I always prepare food that is wholesome and healthy. There is too much food being sold that makes you sicker than anything else. I guess it is my nursing background that is coming out as well, but it is important to eat well and take care of your body. I try to teach this to the learners at school as well.

4.1.8. Escaping the realities of school

My biggest joy is being with the learners especially the junior primary learners. I find my grounding when I go into the classroom and sometimes it is nice to go back to the classroom because it takes you out of the role of being the deputy principal and always having to make decisions.It helps me to maintain the relationship I have with the learners. Sometimes just to escape the rigours of my daily responsibilities, I find myself gravitating to the junior primary (JP) classes. They help me to get back to my core duty which is teaching.

4.1.9 Sad yet satisfying

Image 4.6 Counselling

Grieve counselling (image 4.6) brings me untold sadness yet unspeakable satisfaction. Sometimes I wish I did not have to, but I realise that it is something that I am called to do. Just recently I was dealing with a boy who was being teased about his father by two other boys. These boys did not realise that the boy's father had passed away in tragic circumstances. On occasions like this, I think back to the lessons that I have learnt from my father when he advised me to always put myself in the situation of the other person. They realised this and was very remorseful. My faith in God helps me tremendously when it comes to counselling. Although I do not push my faith onto others, there are still universal truths that are acknowledged.

4.1.10 Prize-giving

The most satisfying part of the year is prize-giving day. This is the culmination of every teacher's efforts during the seven years that the learners go through our classes. It is such a beautiful time of the year. It reminds me of this one incident where a grandfather came to me at the beginning of the year and told me that he was taking care of his granddaughter. He wanted his granddaughter to be the Dux winner at the end of the year and came to ask for our support. He said that he would support and encourage her from home as well. At the end of the year, she did win the award. Looking at him sitting in the hall was one of the best experiences of that year. There was a moment when he just closed eyes and looked up to the heavens as if to say, "Thank you Lord. I can die a happy man". These moments are priceless.

4.1.11 Unpleasant Responsibilities

There are a few tasks that I would rather not deal with. These tasks are at times very demanding on my time and resources.

4.1.11.1 Staff discipline

I would say that the most unpleasant task for me is to discipline staff (sometimes even having to dismiss them). We had to dismiss a staff member. Our decision; which was the right thing to do, impacted on many people. The learners at school were saddened by what had happened. The staff member who was dismissed had a family who depended on the income. So, there are lots of side issues that need to be considered but tough decisions have to be made and I am not afraid to make them. It is definitely more challenging dealing with the staff than dealing with learners. These are the contestations that test your leadership abilities.

4.1.11.2 Demanding parents

Parents can be very challenging too. The deputy principal is often in the firing line when it comes to dealing with parents. I have to manage issues when parents come in to contest bad examination results to more recently where a parent was accusing my teacher of not liking her son and not paying enough attention to himIn instances like these, it is important for you to remain calm and more importantly for you to know your staff. This, however, was a happy ending. There are a number of less happy endings where parents leave the school threatening to go to the DOE and the media. I am grateful for the lessons I have been taught by my

parents and the mentorship I have received from my principal in dealing with these issues. Having the needs of the learners at the back of my mind makes decision making easy. It is all about the learners. Always.

4.1.11.3. Committees

I am not a person who likes to spend hours deliberating over a problem when I can spend the same time dealing with it. Being in leadership means my being part of the different committees at school. For me the most important one is being part of the School Management Team. It is in this structure that the nitty-gritty stuff is ironed out. I enjoy our meetings because we discuss the practical aspects of leading the school. Being in the discipline and finance committees are less pleasurable. This is where all the debates and uncertainties lie. Parents often contest disciplinary procedures because they feel that their children are not capable of any misdemeanours. It takes sound practice to appease these parents.

4.1.12 Reflections of my day and year

You are confronted with different situations every day. Each of those situations feeds into your experiences and your growth. You do not always get it right. You may have done something and when you reflect at the end of the day you sit down and wonder ...how did my day go? So, your daily experiences help you to grow and to improve as well. The bad helps you to improve and become more efficient. You grow from both sides. So, I think that the experiences I have learned, have made me into the leader I am today. The good and the bad inform and shape the type of leader you are.

A big part of my day is spent dealing with people. My core duty shifts from being a teacher to be a conduit to the principal. This does not only happen in the classroom but in the greater school environment. Sometimes it is like running the gauntlet to get to the place you initially wanted to go to. There are days when I have to go to a class to teach but the moment I walk out of my office, that plan is torn to pieces. I am often late for my classes. It seems as if every person wants a piece of me and everything that they have to say is the most important thing happening at school at that moment. By the time you end up in the class or your office you do not know why you are there because you are juggling four or five people's stories in your mind. I have also learnt to say no. That actually shows me whether the request was important in the first place because if it was then they would be encouraged to motivate their requests in a better way and come back with it.

I am very meticulous in all I have to do. We have files for everything that needs to be submitted to the department. That's part of my job. I guess I have to be that way especially with all the paperwork that is required of us. Although I hate admin it is something that needs to be done. I do not want the department to label us as an under-performing school just because we do not have our paperwork in order. I am in charge of discipline, LTSM, IQMS, assets registers, maintenance and most importantly, academics. These require lots of paperwork; but I manage. It takes up a fair chunk of my day. I could have been teaching or doing something more constructive. I do, however, realise that it is necessary to be efficient and effective in what we do.

4.1.13 What the future holds

I know that I am not going to be the next principal of this school but Mr Andrews has my full support. I would like to retire in the countryside one day. I do not think I would get back to teaching once I retire as other people do. Once I get out of school it would be over. I see myself with my dogs relaxing in the countryside being content with my life and what I have achieved. I have no regrets. I believe that God has made me achieve what I have and if there was something else then he would have given it to me. I just want to be happy. I think I would find that happiness with my husband and dogs; just sitting and watching the sunset. If I am able to do that then I would say that I have arrived. I have come a long way from the girl who took her first steps away from home to study in Potchefstroom to be the DP of my school. To God, be the glory.

4.1.14 Sub-Section Summary

That was my story. I have lived a very productive life both with my family and my school. My identity is built around my love for my family and faith. I look back with fondness at the times I have spent with my father and the impact he has had on my life. There are a few people who have mentored me and to them I am grateful. I love working together with my current principal and I feel that our collaboration is one of the reasons why our school is going places. I do not enjoy dealing with difficult parents and conflicts between staff, but it is something that I have to do.

4.2 Hope's Story

Image 4.7 Hope's Collage

We are often judged by our upbringing. Our past has a direct impact on our future. This is my story.

4.2.1 From a Tomboy to a Deputy Principal: My Journey

"People often assume that I am the principal...and it can put me in a difficult situation and that often makes me want to step back...but I am not the type of person to cower or back down. I am the type of person who is out there."

Hope

4. 2. 2 Shaping my destiny…My early years

2 January 1974 was the date that brought my life into existence. I was the youngest of six children...or so I thought. It was only during my matric year that I found out that my mother had remarried before I was born and that a part of my family was from that marriage. Her husband passed-away tragically in a car accident. My mother married for a seond time.Life was extremely difficult for them at first. They had virtually nothing. It was during this period in their lives that shaped me into the person that I am today. I was not born by then, but their stories echoed in my ears as I grew up.

My childhood was centred on the family being together. I was often found running away to the soccer fields with my brother and getting into trouble because of it. I hated dresses. I loved wearing shorts and clinging to my brother's legs as he tried to go to the soccer field. I guess I got my love for soccer from the days I spent watching him play. As a child, I realised later on that discipline and rules were important. These important life lessons are fundamentals that I try to instil to both the staff and learners at school. Life was fun.

My school life went by with little fuss. Life in Effingham was carefree. I had good grades in primary school as well as in high school. I would consider myself an above-average learner. My passion came to the fore during my art lessons. I loved drawing. We did not have much, so drawing was an escape for me.

Tragedy struck in January of my matric year. My father experienced a triple stroke. He slipped into a coma for six months. My father had not given proxy of his bank account to anyone. His accounts could not be touched. I may have been the youngest, but I felt obliged to do something constructive to help. The first six months of that year was spent in and out of the hospital and my part-time job. For that reason, I did not attend school often. It was a real challenge for me. In July of that year, my nephew was born. It was a huge double celebration for us because miraculously my father woke up on that day too. This was divine intervention because the doctors had given us little or no hope but told us that we should just pray. I am a firm believer that God is in control of our lives and destiny. My father's recovery was a testament to that. The less than ideal circumstances surrounding the start of my matric year consumed my time and thoughts to such a degree that I had no time to make applications to attend university. I only made an application in September. I decided to apply to do nursing or a Bachelor of Arts degree. I actually asked my father if I could become a police-women but his response was not suitable for this forum.

My career in teaching started by chance rather than by design. I had enrolled for a BA degree in Human Movements Studies and I often found myself teaching my friends the lessons taught in class. I was asked by my lecturers to assist them with the implementation of OBE workshops at the campus. I loved it. I changed my career path to study teaching. In the end, it was almost a fulfilment of my goals because as a young girl my dream was to either be a vet, nurse or teacher.

Tragedy struck once more in 1994. My father passed away in a botched hijacking. It was during my third year at UDW. My whole world fell apart. In the end, the conversation I had with friends and God made me come to terms with my personal loss. To compound matters, I also broke up with the person I was proposed to. This was a huge issue in the Indian family and was considered taboo. I dealt with this with the love and support of my family. It was those personal tragedies that shaped me into the person I am now. My father never got to see me graduate but I always felt his presence in my life. My first post was at a religious school and did not go very well. A few of us from that school was then sent to the school I am in presently. After a few years I took up an opportunity in Johannesburg. It was during this time that I got married. I am married to the most wonderful man. He is always supportive of my career and takes care of our children as well.

I truly believe that God has a plan and purpose for everything and everyone. The births of my two children were miraculous events that reinforced my belief in God. If we have to fully understand God's supernatural intervention in my life, we have to go back in time to when I was young. When I was a one-year-old girl I decided that glass would make a fine meal. Needless to say, my actions landed me in the hospital where they had to remove glass fragments from my intestines. Thankfully there were no major damages at the time, but the scar tissue grew and caused problems later on. In September of 2004, during my laparoscopy procedure, I was told that it would be extremely difficult for me to fall pregnant and carry my baby to full term due to the lesions in my womb. During the New Year, I did a pregnancy test after I became sick in the mornings. It came out positive. I did not want to give myself any false hope, so I went to the doctor and had a blood test. This was also positive. The doctor suggested a scan to remove any doubt about the pregnancy. When the scan confirmed the good news, the doctors were still very sceptical and warned me that when the baby was one kilogram in mass, they would remove it because I would not be able to carry to term. It would have been too dangerous for the baby and me. I carried to term. The doctors also warned me that the baby would have Palsy and come out a little bit squashed but God does not work on

the same wavelengths as we do. When my baby was born, he was a healthy, normal baby boy. A few years after the birth of my first child I got promoted back to the school I left. I was now a DP.

While assuming my new leadership role, I fell pregnant again. My second pregnancy was just as complicated as the first one. Before I went for the ultrasound, the doctors were not convinced as they said that with my condition, nine years was far too long to wait between children. The ultrasound revealed that there was a fibroid growing with my child. Both were competing for space. She arrived on 2 January, oblivious to all the concern that preceded her birth. I thank God each day that both my children are happy and normal in every way.

4.2.3 My responsibilities

A DP's responsibilities are wide and demanding. Some of them are pleasurable whilst others are less so. I often use my strengths to help me cope with the growing demands made on me.

Image 4.8 Techno-savvy

4.2.3.1 Techno- Savvy

I would like to think of myself as being techno-savvy (image 4.8). This was definitely a learnt behaviour from my university days. If the Department sends us a document to fill out and return, I develop an electronic copy of it and fill it out electronically before sending it back to them. These are then filed and stored in date and category order for quick referencing.

I like interfacing with the computer. It is also easy for me to acquire new knowledge because it is all computer-based. The programmes that SA-SAMS put out for school administration are all in files and I try to know about them because it is easy for me to understand what is going on. I learnt how to do e-filing for PAYE and UIF not because it was my job but because it saved the school time and money to do it that way. Sometimes in a crises situation, the sacrifices I made to learn these new applications may help me deal with situations where I

do not have to wait for the principal to intervene or for him to come back from a meeting to deal with it

4.2.3.2 Mentoring and being mentoring

Mrs T's (previous principal) mentoring has enabled me to deal with the problems in a nurturing and motherly way. She was a motherly figure at school, and I have tried to emulate the way she led and managed to get the best out of her staff through empathy and understanding. She taught me to be more compassionate. Through her mentoring, I was able to see that it was not always about doing things by the book but having to look at the person as well. She made it possible for me to lead using the heart as well as the head. Through her mentoring and guidance, I learnt to develop my leadership style. I have to admit though that I do see a lot of her in me. Her humanistic approach to challenges and people is a trait that I aspire to follow.

Mr M is the antithesis of Mrs T. Whilst Mrs T would stop and look at how the challenges are impacting on the individual teacher; Mr M does things by the book. This does not mean that he is not empathetic or shows sympathy towards his staff.

My happiest times at school is when Mr M (present principal) and I can come to an agreement on a specific project at school. The future of the school is very important for Mr M and I. It is our goal that in the next five years our school would be the go-to school in the area. We foresee some radical changes coming up in the years to come. Mr M depends on me as well and he often tells me that I am the calm one on the SMT. Encouragement like that always makes me want to do better the next time something happens at school. The support and encouragement I received and receive from Mr M has given me the confidence to want to assume the post of principal when he leaves. He has told me that he could think of no other person to take the school forward. He has even joked at times that if they had to cut me open my blood would be green and white (Our school colours).

I love to nurture and encourage people. You cannot go through life being an island and by keeping your talents to yourself. For that reason, I love to teach people how to do things. By building up their self-confidence it enables me to do my job better. I really do not think that everything revolves around me and although I would like to be selfish at times and take more care of myself, I do see the bigger picture.

4.2.4 Special school days

I play a big role in the special days celebrated at our school. I have to conduct or organise most of these functions. Christmas time is my favourite time of the year. The nativity play that we put on at school is my favourite event at school. We have the Grade R graduation ceremony during this time of the year as well. The little ones are always so excited when they are dressed up in their robes. Finally, the Senior Primary Prize-giving Ceremony draws our academic year to an end. I cannot say that is my favourite event because it is purely an academic ceremony. The learner's academic achievements are celebrated. None-the-less it is quite heart-warming identifying the parents of the prize winners in the hall. I probably would have enjoyed this day more had we also celebrated the sporting and cultural achievements of our learners on the same day. That is perhaps my next battle. Maybe it may become a reality.

4.2.5 Ageless Attitude

I was somehow drawn to this one phrase "ageless attitude". Success is all about attitude. I had to teach myself that age was not an indicator of leadership abilities. I had to adopt an ageless attitude. This was the turning point in my personal development. I was the youngest at home, but everyone came to me for advice. I may be young, and I would probably be a young principal one day but that is not going to stop me from achieving my dreams. That phrase also reminded me that I should not judge people by how old or young they are. I concluded that regardless of how old or young you are, the true indicator of a person's ability is judged by the success they achieve and the respect they earn in the classroom. You could be sixty-five and still be an outstanding teacher. Age is just a number; attitude is the decider.

4.2.6 I sometimes do get on my high horse

I do not like people who are deceitful and who put on a facade. This may be my taking a moral high ground, but I do not like people who cheat their way through life. I know that that may be hard to control but sometimes I am an idealist. At school gossiping amongst staff is a reality but no one likes to own up when the stories are out in the open. My view on this is that you should not be saying anything that has no fibre of truth in it and even when there is truth in a situation, it is not your place to disseminate this information. Along with this comes dishonesty when people do not own when mistakes are made. I think I may be a perfectionist. I like things to be done properly and to the best of my abilities. I set very high standards for myself and usually maintain those standards. Recently I have learnt that sometimes "good enough" maybe ok. This has allowed me to accept work that may not stand up to my high standards, but which is more than adequate.

I have now insisted that colleagues write down instructions when I give it to them. I always encourage them to find solutions to the problems rather than come to me with problems. In this way, I hoped to develop a staff of problem solvers rather than problem makers. I am not always successful. This sometimes results in my doing a lot of different things at the same time. It irritates me when I have to do this, but I am left with no other alternative because nobody takes on the challenge of doing these tasks.

Littering is also one of my pet peeves. At school, we have attempted to educate the learners so that they take pride in their school. The values and morals that have been part of my childhood are now transferred to the school. The school was meant to be a place of safety and a place where the learners can feel at home. We are located in a place where everything is going wrong, yet we are a nucleus of something that was going right.

4.2.7 Conflict is a reality

Having to deal with conflict at school is perhaps one of the least pleasurable duties that I have on my responsibility list. It is quite hard trying to find the middle ground between conflicting parties when they are your colleagues. What makes this even more difficult is knowing that one of the parties needs to be reprimanded or be given a written warning. I always tell my staff that when the problem comes to my desk, they need to bring solutions to the problem as well. When this is done conflict resolution becomes easy.

Having to discipline and reprimand educators who do not follow policy about classroom management is also demanding and taxes your friendships. Although it is required of my post to be impartial when dealing with such matters, it is often difficult when having to deal with educators who are your friends. Once again, I lean on the lessons I learnt from both Mrs T and Mr M. I try to balance off compassion with discipline. Perhaps it is during these times that Mr M's approach of doing things by the book is more relevant but it is not always the way I would like to handle things.

Conflicts also arise when you have to deal with parents. They come to the meeting defending their children and get a real surprise when you pull out their transgression files and reveal the extent of their child's behaviour. For many, it is a real eye-opener. You end up counselling the parents and teaching them how to be a parent.

4.2.8 Administration: Is it worth the fuss?

Whilst administrative tasks, in essence, are not tiresome; the constant repetition of doing the same things are. The Department has a knack of compelling the schools to perform tasks that have no basis. Schools are asked to submit lists upon lists of data and records that are often a waste of time because some schools do not submit these data, and nothing is done about it.

I am a workaholic, but the paperwork needed by the Department takes away the joy of this position. Everything needs to be documented. CPTD is another programme that had good intentions but very poor implementation. CPTD, however, demands that you now have to log every programme you have engaged in. Educators do not have the time to sit in front of a computer and log the points they have accumulated doing these development programmes.

4.2.9. Knock-knock…Constant interruptions

There is not a single day that goes by where I can devote an entire hour to a single task. Most of the issues could have been dealt with by the teachers themselves. Sometimes leaving my office is like running a gauntlet because I am cornered by two or three teachers wanting something. I often forget why I left the office in the first place.

4.2.10 Heroes in my life

I was fortunate to have people who have played a huge role in my development. Of these people I can single out my mother, father and most importantly God as the most important.

4.2.10.1 My God …My life

I am a firm believer that God is the ultimate knower of everything. I have seen it in my own life. Throughout my life, I have had to face many challenges: my father had a stroke and died later from a high-jacking incident, I had to break up with the boy I was proposed to, I found out that my big brother was really not my big brother, I was told that I would not have any children and my brother was involved in an accident and became paralysed. The turning point in my life came when I realised that I could overcome these challenges. These challenges reaffirmed my faith in God because I came to know that He was with me throughout my life. I am a Hindu by faith, but I believe in all religions. You can find me in church or temple or a mosque. When my father was in a coma, I fasted during the Ramadan period. I simply asked God for another chance and I got one. I believe in the multi-dimensionality of God. I may not know what other people call him, but I believe that you cannot confine him to one religion. I am Hindu, but people seem to think I am a Christian. You have to humble yourself and you have to respect people. When you respect people, you serve mankind.

4.2.10.2 What is a home without a mother?

The first and most important person in my life is my mother. Life was not easy for her. It was a struggle from ever since I could remember. Instead of breaking her, those struggles made her into the strongest and most resourceful woman that I know of. They say that you inherit your parent's temperament; I am proud to say that I wear that with pride. My mother is illiterate, but she is the most intelligent person by far. She was the one who taught me the value of hard work and commitment. Her words always echo in my head whenever I feel like this world is getting too much for me. "There is nothing that beats hard work." She was a selfless woman who always put the needs of others before her own.

She is aphenomenal woman, and I try to emulate daily. I could have not asked for a better mentor as I was growing up. Her morals and sense of family have influenced the way I interact with the learners as well as the staff at school. My school is my second family and my mother's love, dedication and commitment influenced and still impacts on the way I carry out my daily responsibilities at school. She turns 80 this year and her health is not very good. She lives with me. I take care of her and when I go home every day we spend our quiet time together when I have to massage her but I cherish these days that I have with her because I can do for her what I could not do for my father.

4.2.10.3 My father…my hero

Being a policeman, my father put his life on the line every day he walked out the door so that the community could be safe. He was never tired of trying to help my neighbours and they always felt safe when he was around. His family, however, was his priority. He would stop at nothing to make sure that they were safe and protected. I grew up thinking that my siblings were my real siblings. After all, we all shared the same surname. I found out in my matric year that they were not. It was only then that I realised how phenomenal my father really was. When he met my mother, he found out that she had children from her previous marriage and that her husband had passed away. When they got married instead of making my mother take on his surname, he incorporated her name into his name as well. He did this so that her children would not know or feel unwanted. I do not think any man would do something like that for children that were not his own. But that was the type of man my father was. He was a giant.

During his time with us; even after his stroke, he never ceased to make my other siblings feel special. I did not know it at the time, but every Sunday was a special time for him because he would travel hundreds of kilometres with us to visit my mother's deceased husband's family.

The day of his funeral is the day that is forever etched in my mind . The entire family of my mother's first husband attended and mourned as if they had lost a brother and a son of their own. That was the mark that my father had left behind. He has left an indelible mark in my life.

4.2.11 Where do I see myself in the future?

There is no doubt in my mind that I am the next principal of this school. I do not say this with arrogance but with confidence and self-belief. I have learnt everything that there is to know about running this school. I may not have the qualifications in terms of a post-graduate degree, but it is going to come. What I have that is of more importance is the on-site practical experience. I live and breathe this school. My job is not a 7:30 am to 2:30 pm one. Whoever said that was lying. So, if people ask me if I can run this school, the answer is a resounding yes.

I am confident that I have the ability and necessary experience to run this school. I may be young, but I have developed an ageless attitude that has inspired me to aim for the top. I have been mentored by two different types of leaders and in so doing have received the best of both worlds. Their contrasting leadership styles have equipped me with the necessary skills to handle most leadership contexts. What they did not teach me, I may learn through experience.

I also like to travel. I would love to go to India again and see the Taj Mahal. I have some places that I would like to visit on my bucket list. If I have to retire anywhere it would be to the Drakensburg. I love the mountains and it is my favourite place. I feel closer to God when I am meditating in the mountains.

In essence, I am a vibrant people's person who has the learners' and the school's best interest at heart. For me, it is all about the learners. The day I lose that focus is the day I retire. I love my job and I see myself as the next principal of this school. My family is important to me and I treat my school as my extended family. God is the centre of my focus and He is the reason why I have my family and my job. I am nothing without Him. I guess my quest for perfection has led me to get irritated with colleagues who are unable to meet my standards, but I have learnt to accept "good enough". Conflict is something that I do like but have developed some strategies to resolve them amicably. That is my life in a nutshell.

4.2.12 Chapter Summary

The stories in this chapter describe the lives, hopes, aspirations and challenges that were faced by both Grace and Hope. These stories were co-written with the participants using the field texts that were generated during the semi-structured interviews, collage inquiry and artefact study. The next chapter deals with the analysis of the narratives to identify thematic patterns.

CHAPTER FIVE
ANALYSIS OF NARRATIVES

5.1 Introduction

The storied narratives of the two DPs were highlighted in the previous chapter. I attempted to gain insights into the lives of the DPs by analysing their narratives to find similarities and differences in their experiences. Themes were identified which enabled me to analyse the stories in the patterns that emerged. The story of each actor was analysed individually to identify the themes that ran through their stories in relation to the research puzzles. The following research puzzles framed the construction of the narratives:

• Who are the Deputy Principals that are leading primary schools?

• What are the experiences of deputy principals regarding their roles and responsibilities as leaders in a primary school?

• How do Deputy Principals' experiences and practices shape their future career choices as leaders?

The following section answers the critical research puzzle one which deals with the identities of the Deputy Principals.

5.2 Who are the DPs that are leading primary schools? Exploring their identities.

In leading primary schools, the DPs wore different hats. These hats told a tale of their different identities as they traversed between the different responsibilities during their day at school. The hats they wore included that of a friend, a mentor and a strict leader. These different identities (personal and professional) are presented below.

A leader's identity helps shape the way they practice leadership. Grace and Hope's leadership identity was strongly influenced by their identity. Their personal identities were built around two themes: family and religion.

Grace's personal identity was shaped around her family and faith. These were the two pillars that are intertwined to form the tapestry that formed her personal identity. She was thrust into leadership from an early age and grew into the position of authority. These experiences, upon reflection, shaped her personal identity as a leader. Grace stated:

> *Family is very important to me and my life revolves around my family…Being the eldest of eight siblings brought with it its own normal challenges of having to be*

responsible for my brothers and sisters as well as the household chores. What made life more challenging was having the next four siblings being boys. Daily challenges of having to find new ways to occupy them, keeping them out of trouble and even sometimes having to discipline them equipped me with skills I used daily when I became a teacher.

Hope shared similar experiences and was also strongly influenced by her family. She strongly identified with the phrase "ageless attitude" which appeared in her collage and has shaped her leadership around this. Experiencing leadership from a young age has also helped her develop a leadership identity of always being at the forefront of decision making. This responsibility was accepted and was influenced by the lessons garnered through her experiences with her father. Hope said:

My child-hood was centred on the family being together…My father and mother cared deeply for us and we always did things together.

Tragedy struck and everyone looked to me for guidance…leadership thus fell on my shoulders from a very early age.

From the above excerpts it may be suggested that a DP's identity is a social construct and is driven by context (Reed, 2018). Deputy Principals build their professional identities that they have through the various experiences throughout their lives. Literature suggests that the development of a personal identity is a continuous process that involves one's understanding and experiences of who people are and who they aspire to become (Cordingly, 2017; Reed, 2018). This resonated with the development of both Grace and Hope's personal identities as they perceived themselves to be leaders from a young age, as they had to assume leadership over their siblings and later on their families. As Grace and Hope reflected on the construction of their collage, they were able to make new meanings of their experiences as children. Clandinin and Rosiek (2007) posit that reflection is a key ingredient in developing a personal or professional identity. The DPs further honed these self-same skills later on in their lives as teachers.

Grace's personal identity was strongly influenced by her relationship with God. Her affiliation to her church and involvement in the different structures of the church leadership enabled her to further develop her already extensive leadership skills base. Both her parents were deeply religious, and she grew up attending church regularly. She instilled the love of

God into her children as well. Grace saw the school environment as the perfect means to give back to the learners the lessons she had learnt from her walk with God. Grace had this to say:

My greatest passion is serving the Lord. My faith is central to me and it guides me in my daily decision making. It is the foundation of who I am. God has brought me through situations and trials that would have broken an ordinary person. My faith in Him has made me extra-ordinary.

My mother was an intercessor and I became one as well.

I try to instil this into my own children as well.

Hope is deeply religious and has affiliations to the Hindu religion. Her belief in a universal God guided her life and the purpose of her life. Hope stated that her choice of being a teacher and the school she found herself in was by no coincidence but by divine intervention. Her passion was reflected in the way she practised leadership. Hope believed that there was a purpose for everything and stated:

I am a firm believer that God is the ultimate knower of everything. He can and he is the only one who can make miracles happen. I truly believe that God has a plan and purpose for everything and everyone.

I believe in the multi-dimensionality of God. I may not know what other people call him, but I believe that you cannot confine him to one religion.

I have a passion for people and learners because it is at school that you can impact the future. My work in the Divine Life Society has helped me look at people through different eyes. I believe God put me here for a reason.

The above extracts led me to deduce that Grace and Hope are deeply religious and are driven by their passion for serving others. They view their teaching as a service to God. Manyibe, Manyibe and Otiso (2013) are quite clear in this assertion that God plays an invaluable role in the lives of religious individuals and therefore has implications for the way they lead. Manyibe, Manyibe and Otiso (2013) further state that leadership is developed well in a church and religious setting. Hogg and Terry (2014) also allude to the fact that religious organisations give opportunities for people to practice their leadership skills. Grace and Hope's stories impacted both their family and their schools. Clandinin and Rosiek (2007)

concur and state that stories give meaning to our lives and provide a basis for the interaction within the communities and affiliations we find ourselves daily.

Grace and Hope's personal identities were thus influenced by their family and faith and formed the basis through which they saw the world.

At school Grace and Hope were viewed as warm and caring professionals who were constantly smiling and empathetic towards their colleagues. They were accepted as one of the staff and fit in comfortably with them. One of the hats worn was that of a confident yet strict leader whilst the other hat was that of a leader who enjoyed a good laugh and was willing to interact with the staff. They were also seen as problem solvers who would go to great lengths to do so.

Grace portrayed characteristics that drew people to her. From my interaction with her during our interviews; Grace's description of herself as a people's person ,was a description that she wore with confidence and was well-deserved. Grace explained:

> *People have described me as a people's person, a confident leader, a warm, caring somebody who is always smiling and a person who always displays empathy…I have to add that I love to laugh. People often hear me before they see me.*

She was, however, quick to point out that she was a strict leader. She also mentioned that the different experiences she had endured have helped her to lead in different situations. Grace articulated the following:

> *I am still a strict leader. I try to use these personality traits to my benefit when I have to deal with people and learners. In my job dealing with people is a responsibility that takes up most of my school time and I try to be as gracious as possible when making decisions that may potentially have a huge impact on the lives of those that are affected…I did not see it as below my station to take up a mop and mop the water that drained from the washing machine.*

Hope was a warm and caring person who loved interacting with her colleagues. Her willingness to serve others regardless of their station and placing people above all things made her a leader that was well-liked and respected. She treated people with dignity and in return was respected for the different roles she played. Hope shared the following thoughts:

We are constantly laughing at school and I easily interact with all the staff; from the general assistants to the office staff to the educators. They are aware of the different hats I have to wear and respect my different positions. People supersede everything. I believe in this simple adage and I try to make sure that I deal with the person and not the problem.

I did not see it as below my station to take up a mop and mop the water that drained from the washing machine.

Grace also saw herself as a problem solver who constantly looks for new ways of engaging in her practice. She said:

We are constantly talking and this actually benefits the school as our conversations often end up with us implementing a new innovative plan to improve the Maths or English marks or maybe repainting the toilets to make it look better. Something positive always comes up. We are always looking for new ideas and ways…

Hope shares similar sentiments and often thinks of creative ways to do things on her own with little prompting.

Now everything that I do involves keeping and making files on my computer. If the Department sends us a document to fill out and return, I develop an electronic copy of it and fill it out electronically before sending it back to them. These are then filed and stored in date and category order for quick referencing.

We can assume from these texts that DPs are often problem solvers who take challenges in their stride and are ready to be creative in the way that these issues are solved (Heifetz, 1994).

From the above, it may also be suggested that DPs have multiple identities and that the visibility of their identity is dependent on a given context. This thought resonated with a finding made by Hseih (2010) who said that the construction and development of identities were fluid processes and individuals may have a different identity in a different context. Grace and Hope's professional identities as caring leaders; who are creative problem solvers, have helped them deal with situations which may have been difficult for most. Whilst they were accepted as humble leaders, they still held the respect of the staff. Reed (2018) in his study verbalised that acceptance in the workplace goes a long way in developing an

educator's professional identity. The constant learning through the eyes of different experiences further imbues leaders with the skills and knowledge that would enable them to confidently shift between their different identities (Botha 2012).

Grace and Hope were caring and empathetic individuals. They do not see any responsibility as below their station as a deputy principal and were able to adapt as the needs arose (Heifetz,1994). Their focus centred on the learners and they would do anything to make them happy and to achieve both academically and on the sports field. It has been posited that a leader who is highly motivated may have a marked impact on positive academic achievement (DeWitt-Oliver, 2013).

Grace and Hope shared a lot of similarities in their life experiences that shaped their personal and professional identities. Both were thrust into leadership from a young age and were further entrenched in the choice of occupation. Their experiences and subsequent reflection and learning thereof resonated with the theoretical framework chosen for this study. Their religious affiliations played a huge role in the way they practised their leadership. The teachings they had assimilated through their different beliefs and how God had seen them through some trying periods in their lives have influenced the way they handled situations and people. This also has strong ties with the theory of occupational socialisation. Grace and hope are also seen as problem solvers who strive to do their best in to ensure effectiveness.

5.3 What are the experiences of Deputy Principals regarding their roles and responsibilities as leaders in a primary school?

The following discussion answered critical question two which delved into their leadership and management experiences. Grace and Hope have practised leadership roles in different settings. The reasons why they became teachers influenced the way they practised their roles. The DPs highlighted contact time, the creation of a school environment that would make a difference, counselling and helping learners to be successful as some of the main reason they became teachers. Below is a discussion of the different contexts they have experienced their leadership and management roles in.

Grace enjoyed the time she spent in the classroom. It was what she was called to do, and it brought her immense satisfaction and a sense of escapism as well. She had this to say:

> *My biggest joy is being with the learners, especially the junior primary learners. I*
> *find my grounding when I go into the classroom and sometimes it is nice to go back to*

the classroom because it takes you out of the role of being the deputy principal and always having to make decisions.

Spending time with the JP learners had brought a balance and different perspective in the way she interacted with staff and other stakeholders.

It brings about that balance of how you deal with people of all different levels and situations.

Hope shared similar sentiments. She looked forward to her interactions with the junior primary learners. She often found herself gravitating towards their classes when she had a rough day. Hope stated:

I love the time I spend with the little ones. Its like I do not have to worry about the Department and all that goes with it. It is way of escaping reality. But more so…this is why I became a teacher. I should actually spend more time teaching…but I can

From the above extracts, we may suggest that DPs still yearn to spend more time in the classroom. Assuming leadership positions may be a bittersweet experience as DPs have to give up teaching time as well as becoming more professional in their relationship with their colleagues (Daugherty, 2017). The above extracts also alluded to the fact that DPs interactions with the learners brought them immense joy. They felt that the time spent with the little ones was an escape from the rigours of always having to be answerable to the DOE for everything that went on at school. Hausmen, Nebeker, McCreary and Donaldson (2002) found that DPs had difficulty coping with the pressure of having to be the agent that brings about changes to suit the needs of the educators. It may be for this reason that Hope gravitated to the JP classes to escape these external pressures. McCoy (2017) stated that principals and DPs must continue to teach to be innovative leaders as this allowed them to maintain contact with the learners as well as the staff. Hausmen, Nebeker, McCreary and Donaldson (2002) also found that this improved mentoring options with junior staff as the DPs would have their ear to the ground.

Cleanliness and having an environment where learners can be proud to be in were motivating factors that encouraged Hope to implement strategies to make the school better. This stemmed from her childhood memories of being in a place where she felt happy. Hope stated:

The warmth and pride that I felt at home; being in a clean and caring environment was something that I wanted the learners at school to feel as well. School was meant to be a place of safety and a place where the learners can feel at home. We are in a place where everything is going wrong yet we are a nucleus of something that was going right. It all started with keeping our school neat and clean.

At school, we have attempted to educate the learners so that they take pride in their school.

From the above, we may suggest that DPs attempt to create an environment in schools where learners may be happy and may even implement plans that would ensure that the learners are always in an environment that is conducive to learning. Sithole (2017) posits that a positive learning environment is imperative if learners were to achieve in schools. Sithole (2017) goes on to say that a caring environment where learners are safe may lead to better learning outcomes. Berry (2002) also posits that a clean environment has a marked impact on health and learning.

One of Grace's majors in college was counselling. She used this expertise to help children who experienced difficulties in coping with the pressure of growing up, as well as on those who experienced personal tragedy. Grace declares:

Grieve counselling brings me untold sadness yet unspeakable satisfaction. One of my majors in university was Counselling. I have assumed this responsibility at school as well. Sometimes I wish I did not have to but I realise that it is something that I am called to do… on occasions like this, I think back to the lessons that I have learnt from my father when he advised me to always put myself in the situation of the other person… My faith in God helps me tremendously when it comes to counselling.

From the above, it may be concluded that the personal well-being of learners is of huge importance to DPs. Having the best interest of the learners is something that good leaders do (Day & Sammons, 2014). The lessons she had learnt as a young girl was also put to good use during these sessions. Grace's identity as a deeply religious person was also evident in the way she interacted with the learners. Grace, however, used her relationship with God and her past interaction with her deceased father to help her deal with learners with traumatic experiences (Fernando, 2005). She found joy in knowing that she was called to intercede on behalf of these learners and to bring back some semblance of normality to their lives. Further

to this, Fernando (2005) stated that communicating strong values and code of morality helps when attempting to counsel people who are in need of comfort. For Grace, her work was a calling and was inspired by the fact that she was making a difference. Minihan (2015) further states that his study found that the DPs played a huge role in learner support.

Another of Hope's reason for teaching was translated into the pleasure she experienced in seeing her past pupils being successful. Hope felt that working as a team in bringing about the success of these learners was immeasurable and well worth all the efforts that had been put into the schooling. Hope stated:

> *Seeing my former learners at the mall or at school gives me immense joy. There is no greater joy than to know that you have contributed to their success. We have had quite a few of our learners who have returned to tell us that they are now doctors or some other professional. That tells us that the time and effort we had invested in them were not in vain.*

The above extract revealed that the experiences of seeing the impact DPs had made in the lives of learners may have motivate them to strive for better. It brought Hope immense joy knowing that she was a part of a successful team that had a single-mindedness to move the school forward (Sparks, 2013). Steinburg (2015) in her study on learner achievement found that teaching was an emotional practice and that these emotions impacted on the teacher's well-being. This was evident in the emotions that DPs experience when seeing former students. Ranatala, Usiauutti and Maataa (2016) also found that a teacher's self-esteem was important in promoting joy in their teaching and in dealing with others.

5.3.1 Leadership and Management experience at school

The experiences of Grace and Hope were very similar to each other, but there were also certain experiences that were peculiar to their school. The section below discusses their experiences.

Grace's experience was one of being a voice to those who did not have one. From the outset of her teaching career; even as a level one educator, Grace became the voice of the oppressed. She assumed the position of leadership below that of the SMT to ensure that decisions; that would improve teaching and learning, which were taken in meetings came to fruition. This often landed her in trouble. She found the right forum to air her views when she became an SMT member and said:

To be honest, in my previous school I learned how not to be a leader. I remember when we had our morning meetings the SMT would be in dread when I put my hand up to remind them of certain decisions that were taken and not implemented. Looking back, I may have come across as being a bit insubordinate and I used to get into trouble for that but decisions were often pending and the voices of the teachers were ignored. When I became a Departmental Head I sat in the right forum to voice my thoughts and it became easier for me to become heard. This lesson was a stark reminder for me when I was faced with decision making and when having to deal with teachers who wanted to be heard. In a strange way, these real-life lessons of how not to be a leader enabled me to develop my own leadership style.

Hope's experiences were slightly different. She liked to take control. Hope was a multifaceted individual who thrived in any situation. Her willingness to learn new things and familiarise herself with applications that were not her field of focus has helped her to deal with emergencies. She was also not afraid to make decisions and was confident in her leadership abilities. She stated:

Sometimes in a crises situation, the sacrifices I made to learn these new applications may help me deal with situations where I do not have to wait for the principal to intervene or for him to come back from a meeting to deal with it… I always maintained that I am a unique individual. I do things differently and I have my own set of idiosyncrasies. Those qualities make me fit in any situation I find myself in. I like being in charge.

From the above excerpts, it may be suggested that DPs are at the forefront of school leadership and management. Lac and Mansfield's (2018) study on student voices encourages the voices of students to be heard and state that it is the role of the leader to make this possible. The same could be said of Grace's attempt to be the voice of the educators as a Departmental Head. Both DPs were confident in their abilities and did not have to wait for confirmation from others to implement new strategies. Confidence according to Stark (2012) is an important trait a leader must have to be successful. This is partly due to the collaboration between the principal and the DPs as was discussed earlier in this chapter. Hsieh (2010) in his study on principal leadership and technology states that principals can be at the forefront of innovation which may boost the educator's (and DPs) skills in the

classroom through the use of technology. The confidence that Hope's principal had in her enabled her to be innovative and use new applications to facilitate school improvement.

5.3.2 Experiences as a mentor and a mentee

The ability to empower others so that they may also grow and develop was something that was close to Grace and Hope. Grace believed that it was her responsibility to allow for the growth and development of people who were in her care. She was of the opinion that succession planning was important and that her colleagues should get the same opportunities that she had been given. Grace posited:

> *I would love to inspire and empower other teachers to assume leadership roles in school in the same way Mr Andrews has inspired and mentored me because this will make our team better.*

Hope cares about the well-being of her colleagues which was evident in the discussion of her personal identity. She always placed the needs of others before her own. This has led to her always wanting to empower people to take on responsibilities and roles that would further develop their personal abilities. Hope stated:

> *I love to nurture and encourage people. You cannot go through life being an island and by keeping your talents to yourself. For this reason, I love to teach people how to do things.*

Hope was also considered to be a people's person and her style of leadership had evolved through being mentored by people within the school system. She looked back at these experiences and acknowledged the role these mentors have had in her personal development. Although she would like to have seen herself as the main person she also realised the importance of mentoring others as well. Once again her attitude and character came to the fore when she said:

> *I really do not think that everything revolves around me and although I would like to be selfish at times and take more care of myself, I do see the bigger picture. That bigger picture involves my giving of myself so that others could also be happy. I like to see the good in other people and if I could nurture that good into something productive for the school then I am happy.*

Mrs T's (previous principal) mentoring has enabled me to deal with problems in a nurturing and motherly way.

From the above, we may submit that for DPs to be effective, mentoring is essential (Daugherty, 2017). The above extract resonated with the theory of organisational socialisation which spoke of mentoring as being of vital importance in maintaining school success (Steyn, 2008). The socialisation of a DP within an organisation serves to transmit the identity of the organisation to newly appointed staff until they are accepted into the organisation (Daugherty, 2017).

From the above, we may also propose that the DPs in this study believed in the shared responsibility of leadership and would like to nurture colleagues into positions where they could become self-sufficient. Finkelstein (2018) had the same notion when he found that teachers were good at leading because they possessed one quality that all good leaders have; they empowered people to become better. As DPs Grace and Hope are people's people and their desire was to see other people step up and be empowered and successful so that the institution they found themselves in might grow. Smith, Mihalakis and Slamp (2016) found that compassionate leaders create a safe and nurturing atmosphere in schools for the community to thrive. Bush and Glover (2003) contend that leaders; and in this case DPs, have specific values that influence others to give of their best so that they could be effective. Day and Sammons (2014) also concur when they state that the empowerment of others so that they may be productive, is necessary for all organisations.

The literature review chapter intimated that the theory of Occupational Socialisation had strong links with how individuals are socialised in the different spheres of their upbringing (Moller & Eggen, 2005). The theory also foregrounded the attitudes and behaviours that are developed in the early stages of development which later plays an integral role in how individuals enact their roles and responsibilities as adults (Peters, Gurley, Fifoltz, Collins & McNeese, 2016).

5.3.3 Collaboration and Team-work

Grace saw the benefit of communication and constant conversation and reflection between the principal and the DP. When these conversations revolved around school improvement, then it most invariably ended with an idea to further develop the school. Grace postulated:

Mr Andrews and I assumed our posts at the same time…we both were new at our positions…this led to us not fighting with each other for power… we are constantly taking to each other and this actually benefits the school….

Hope enjoyed being at school because she felt that she had something positive to contribute. He experiences were made better because of the collaboration she experienced.

Hope put forward:

My happiest times at school are when Mr M (present principal) and I are able to come to an agreement on a specific project at school. It gives me immense pleasure knowing that we have done something that would move the school forward in a positive direction...something that would positively impact on the lives of the learners who are in our care.

The above extracts propose that collaboration between DPs and principals in schools was important. Searby (2014) found that to keep pace with the ever-changing demands placed on schools the principal could not do it alone, they needed competent leaders to assist with this regard. Daugherty (2017) concurred and added that mentoring of DPs and collaborative exercises are priorities that should be investigated. The most logical person to do this is the principal. Stockman (2017) further posited that collaborative efforts may lead to better decision making in the future.

From thinking of innovative ways to improve the Math and English standards, to improving existing infrastructure, the DPs made collaboration a part of their daily routine. A strong emphasis on collaboration was suggested as an essential ingredient in order to develop and implement plans that may improve school structures (Bush et al., 2019). Organisational structure and relationships within this structure help with collaboration and improve teamwork (Pounder, 1998). Daugherty (2017) posited that an efficient DP was an invaluable asset in helping to lead a school.

Grace and Hope are also part of different leadership structures that saw to the daily management of the school like the SMT, SGB, LTSM, discipline and finance committee to name a few. These different structures ensured that the plans that were formulated within the SMT were implemented or delegated to other sub-committees for implementation. As a DP, Grace was either chosen to lead or co-lead some of these committees. Her involvement in

some of these committees was very fulfilling whilst others were less glamorous. Grace expounded:

Being in leadership, means being part of the different committees at school. For me, the most important one is being part of the School Management Team. It is in this structure that the nitty-gritty stuff is ironed out. I enjoy our meetings because we discuss the practical aspects of leading the school.

The above extract brought to the fore the importance of working in a team as well as the role of the DP in these teams. While some of these tasks appeared to be easy, the planning and preparation done during SMT meetings cannot be downplayed. Sparks (2013) extols the virtues of sound leadership in these committees. Leadership within these teams can make or break the task that is being considered. Sparks (2013) further elaborates that a school's success may be judged according to the level of teamwork that exists within its walls.

5.3.4 Administrative experiences

Administrative tasks may be onerous and are often viewed with contempt (Hodge, 2014). Some have gone as far as suggesting that schools have lost their focus on teaching and learning due to the number of administrative tasks that need to be done for the DOE (Clarke, 2011). Grace agreed with this when she said:

Sometimes I feel that being compliant with the DOE paperwork detracts from what is really important; teaching and learning, and sports of course.

Hope concurred and stated:

Whilst administrative tasks, in essence, are not tiresome; the constant repetition of doing the same things are. The Department has a knack of compelling the schools to perform tasks that have no basis.

The above extracts indicated that the Administrative tasks undertaken by DPs were time-consuming but were tasks that are needed for an organisation to function. For an organisation to experience maximum growth, proper planning needed to be implemented (Evans, 1967). Although this statement was made in the 1967 it resonates with what is happening today and is echoed by contemporary scholars like Bruens (2012) and Meador (2019) who stressed the importance of effective implementation of administrative tasks.

The lessons that were imparted to her by her mother helped Grace to become thoroughly at ease with forward planning and preparation. This echoes the principals of Occupational socialisation which speaks of the socialisation during the formative years having an impact later on (Crow et al., 2017). She also strove to be well organised and prepared for any eventuality. This spoke of her good management skills. Grace reiterated:

> *My desire to be prepared and also to prepare the Grade 12s was reflected in my Departmental Head's words to me. She said that I was doing too much but I knew that I could handle it. That was my mother's impact on my life… I am very meticulous in all I have to do. We have files for everything that needs to be submitted to the department.*

Hope always enjoyed being in control and getting things done properly. She has very high standards for herself and invariably attains them. This was also evident in the way she undertook her administrative tasks. One such innovation for her was to make electronic as well as hard copies of departmental documents. This enabled effective filing and retrieval. Hope revealed that she was also quite adept at implementing procedures when she stated:

> *I think I may be a perfectionist. I like things to be done properly and to the best of my abilities. I set very high standards for myself and usually maintain those standards…When it comes to admin I am meticulous…I make sure that every department circular is stored in chronological order and paperwork sent to them on time.*

The above excerpts brought to the fore some of the tasks that DPs found time-consuming and but necessary. As DPs Grace and Hope shared a similar sentiment. Their personal experiences have prepared them to tackle these tasks with confidence. Smith, Mihalakis and Slamp (2016) found that when the focus was on school improvement and not on the vagaries of the task, the school moved forward with ease. Davies and Davies (2006) extol the virtues of strategic leaders in prioritising personal learning so that school improvement may be possible. Davies and Davies (2006) go on to say that these leaders have procedural wisdom and can create mental images to frame their understandings of what is expected. For those reasons it appeared that administrative tasks took on a different understanding for both Hope and Grace as they were fully prepared to carry them out.

5.3.5 Our happy moments

Whilst Grace and hope shared lots of similarities in their experiences they differed in some of the things that made them happy at school. I firstly described their experiences and then tried to show how these experiences impacted on their leadership practices at school.

Family and faith were the cornerstones of Grace's life. These were the things that made her happy and content. That happiness was transferred to the school and impacted on the lives of the staff and learners. Fernando (2005) offered that spiritual leaders can create an energetic atmosphere in the workplace. Sometimes simple traditions highlight this. Sharing a meal with the family on a Sunday after church, are days that are looked forward to. Grace stated:

> *Our Sunday family tradition where we cook and gather in our grandparent's home is a special time for us…a spiritual recharging… In those gatherings… I always prepare food that is wholesome and healthy. There is too much food being sold that makes you sicker than anything else.*

> *I try to teach this to the learners at school as well. All they want to do is buy these unhealthy snacks and fill their bodies with it and this impacts on their development in the classroom. It all starts at home. They must be taught this at home. At school, I try to instil these values to them. If I cannot impart these values and life skills to them then I am failing as a teacher. This is my happy time… when I can do this…*

From the above, we may suggest that DPs are motivated by the desire to make an impact in the lives of the learners who are in their care. For them, it was not only about academic education but lifestyle choices as well. As a DP Grace felt that it would be hypocritical of her not to follow the same set of values at school as well. Peters, Gurley, Fifoltz, Collins and McNeese (2016) in their study concluded that the values and attitudes that a person grew up with had an impact on the way they led and motivated people in their professional lives as well.

Hope also had a very happy childhood that was centred on the family. Although she may not have had much growing up, the love and family culture more than made up for that. She inadvertently tried to make up for this by lavishing more care and attention to her children at home and the learners at school. Hope expounded:

> *My child-hood was centred on the family being together.We often spent time together and enjoyed the simple pleasures of just being together, laughing and having fun.*

It is something that I try to impart into the lives of the learners who are in my care. My past and their present have so many similarities so much so that I strongly believe that God put me in this school so that I can make a difference in their lives through my experiences.

From the above quotes, DPs appeared to have been motivated by them wanting to impart family values and good habits to the their learners. Hope was quick to point out that she thoroughly enjoyed her childhood. Her experiences of having little as a child have impacted in the way she related to and served the learners in her care. A study has shown that the experiences children have as they grow up helps to create the values and attitudes they adopt as adults (Narayan, Rivera, Bernstein, & Harris, 2017). Hope's work ethic which was translated into the way she undertook tasks at school was a direct result of the lessons she had learnt from her childhood (Narayan, Rivera, Bernstein, & Harris, 2017). These lessons keep DPs in good stead as leaders.

Prize-giving was one of the highlights of Grace's year. She left the previous school feeling despondent and questioned her choice of profession. Her promotion to the post of DP brought about a complete transformation in her life. Grace began to enjoy teaching again and felt that she was in a place where she could make a difference. The end of year prize-giving event was one such experience that made a difference for her. The joy she felt seeing parents share in the successes of their children strengthened her desire to impact positively in their lives. Grace declared:

Before I left my high school, I was feeling despondent. It was as though there was nothing I could do that would make a difference in the lives of the learners. Being promoted to deputy principal in a primary school was like a breath of fresh air. Everything was different. I began to make a difference again. Coming to school was a joy and there were lots of happy moments. Prize-giving did that for me. It made me change the way I saw things.

Christmas time was probably Hope's happiest time of the year. This became evident in two events that took place at school: The nativity concert and Gr R graduation ceremony. Hope joyfully announced:

Christmas time is my favourite time of the year. This is no different at school as well.

We have the Grade R graduation ceremony during this time of the year as well. The little ones are always so excited when they are dressed up in their robes. This is such a beautiful send off for them. All the hard work we put into the learners is seen as they proudly stand on stage.

We may propose, using the extracts above that DPs enjoyed events that celebrated the learner's achievements and drew the school year to an end. For DPS these events brought to a close the efforts they had put into the year. Sparks (2013) stated the challenges one felt through the year and also working together towards a single goal made everything worthwhile. Ranatala, Usiauutti and Maataa (2016) also stated that the positive emotions teachers experienced was manifested in the way they interact with the learners and the goals that are set.

From the above extract, we may also suggest that DPs found great pleasure in sharing in the success of their learners and parents. Their success was a reflection of the efforts that were put into their educational progress. According to Torres and Queresma (2013) school rituals like prize-giving ceremonies are important in raising the levels of learner expectations and encourages them to reach higher levels of achievement. Greater London Authority (2013) concur when they stated that learner performance and efforts should be rewarded through ceremonies celebrating their achievements.

5.3.6 Disciplinary matters.   Spare the rod…Proverbs 18:24

Grace strongly believed that the reason behind being disciplined played an important role in future corrective behaviour. This enabled the recipient of corrective behaviour processes to understand and possibly correct their actions. She also believed that her strong family values and seeing her school as an extension of the home have enabled her to deal with issues of discipline in a more compassionate way. Grace expanded these thoughts by declaring:

When I was reprimanded as a child I always understood the reason for my punishment. I remember my father always telling me to always put myself in the position of the other person before making a decision.

I carried that important life lesson into my teaching profession and when I had to reprimand anyone, be it a learner or a fellow colleague, I remembered my father's words and I always tempered discipline with mercy.

I have tried to be a leader that espoused family values in school and this has paid dividends when disciplinary matters are dealt with. I can attribute a lot of successful resolutions at school to thoughts of how my mother and father would have handled similar situations

Hope also used lessons learnt from her childhood to help her to tackle disciplinary issues at her school. These lessons are based on family values she experienced. Hope declared:

I would get a hiding when I got home in the afternoon but it was well worth it.

As a child I realised later on that discipline and rules were important. These important life lessons are fundamentals that I try to instil to both the staff and learners at school.

From the above excerpts there appeared to be evidence that suggested that DPs placed emphasis on behaviour modification and restoration through the understanding. Bush (2011) in his study on conflict at school found that punitive action against learners for the sake of punishment was counterproductive. Sparks (2013) posited that the understanding of discipline and procedures were an integral component of educational leadership. The method and the motive for disciplining a child may have an impact on the way the child views discipline (CJCP, 2012). Discipline may thus become a tool that may bring about positive changes in an individual and may lead to academic progress (Moyo, Noncedo, Khewu, & Bayaga, 2014). For both Grace and Hope, the progression of learners in their school life was of utmost importance.

Grace has learnt to use her experiences and the lessons gained from spending time with her father and the church to deal with these tasks. She has always tried to walk in the shoes of the other person and tried to look at things from their perspective. Her father's words of tempering discipline with mercy have helped her through many trying situations. Grace declared:

I would say that the most unpleasant task for me is to discipline staff and sometimes even having to dismiss them and having to deal with difficult parents.

So there are lots of side issues that need to be considered but tough decisions have to be made and I am not afraid to make them. It is definitely more challenging dealing

with the staff than dealing with learners. These are the contestations that test your leadership abilities.

Its good when the both parties suggest ways which may improve relationships.

Like Grace, the conflict appeared to be an area that Hope did not particularly enjoy. More so when she needed to reprimand a colleague knowing that that would not have been necessary if the parties involved had followed the policies. Hope declared:

It is quite hard trying to find the middle ground between conflicting parties when they are your colleagues. What makes this even more difficult is knowing that one of the parties needs to be reprimanded or be given a written warning. Policies need to be followed. I always tell my staff that when the problem comes to my desk they need to bring solutions to the problem as well. When this is done, conflict resolution becomes easy.

From the above, we may offer that DPs encourage their colleagues to find solutions to problems before it gets to their desks. Heifetz (1994) contends that there is a misconception leaders are expected to have the answer to every problem. He goes on to say that adaptive leaders thrive in a situation of contestations where solutions to problems are sought from the people who are involved (Heifetz, 1994). This empowerment technique serves the staff better than just passing the buck to the DP as they are now equipped with conflict resolution skills.

We may also suggest that there is a realisation that to be successful as a leader, you have to take the good with the bad. As much as DPs have to make a tremendous impact on the school, there are some duties that they rather not deal with. Two such tasks are staff discipline and problematic parents. Conflict management and resolution expertise are crucial skills that should be in a leader's arsenal if they wish to be progressive in the workplace (Gossman, Ellis & Toney-Butler, 2016). The relationships that are developed in an institution also help with conflict management (Madilina, 2016). Thus, experience gained in leadership positions enables leaders to shift from placing emphasis on tasks to becoming more people orientated (Daugherty, 2017).

5.3.7 Reflections: Looking back at my day

This part of Grace's day impacted the way she carried out future actions and how she implemented future strategies. Grace reflected on the following:

You are confronted with different situations every day. Each of those situations feed into your experiences and into your growth. You do not always get it right. You may have done something and when you reflect at the end of the day you sit down and wonder ...how did my day go? I even think, "I do not think I got that quite right". So your daily experiences help you to grow and to improve as well. You have to take the good with the bad. The bad helps you to improve and become more efficient.

Her reflections of her experiences have helped her to shape how she dealt with people when her focus shifted from her personal responsibilities to become the conduit to the principal. She posited:

A big part of my day is spent dealing with people. My core duty shifts from being a teacher to being a conduit to the principal.

Sometimes reflections are important for your personal life as well. We spend so much time reflecting on our successes or shortcomings as teachers that we neglect our personal and family life. It is for this reason that I treasure the days I spent with oom Dawid in the Kalahari. He did not only teach me about living but his life was a living lesson to his words. The moments I spent on reflecting on the lessons I learnt in the hot desert instilled in me a new meaning of what it is to live. This also helped me in the way I lived and interacted with everyone at school as well.

Hope believes that reflections are the silent moments that help you prepare for the challenges that are ahead. She believes that a person who does not reflect is someone is overly confident of their abilities and may lead to unfortunate events. She stated:

To reflects is to charge your batteries and correct or better what you did before. This is an important time of the day for me. It gets me excited about facing the next challenge. If I do no reflect on my practices then it may lead to my demise.

The role of reflection cannot be understated as it forms an essential aspect of developing people into leaders (Roberts, 2008). Grace did her best to live a life that was balanced and a life that would make her happy. Their reflections were then transferred to the way they interacted with their colleagues, learners and parents. As the teaching environment becomes more complex in dealing with multiple personalities, a reflection of practice is a necessity in order to be a successful leader (Roberts, 2008).

5.4 How do Deputy Principals' experiences and practices shape their future career choices as leaders?

This section answers critical research puzzle three:

Hope confidently saw herself as the next principal of the school. She enjoyed the challenges of being in the hot seat and was confident that she was properly prepared for the challenge. This was a sentiment that Hope ascribed to and had confidence in her ability to be the next principal. Hope confidently declared:

> *There is no doubt in my mind that I am the next principal of this school. I do not say this with arrogance but with confidence and self-belief. I have learnt everything that there is to know about running this school. I may not have the qualifications in terms of a post-graduate degree but it will come. What I have that is of more importance is the on-site practical experience.*

Hope feels that the mentoring and support that she received from her principal has placed her in a position where she would be comfortable to take over the reins as principal.

> *The support and encouragement I received and receive from Mr M have given me the confidence to want to assume the post of principal when he leaves. He has told me that he could think of no other person to take the school forward. He has even joked at times that if they had to cut me open my blood would be green and white (Our school colours).*

Hope is also of the opinion that her practices and the structures she has set up in school will help her ease into leadership.

> *The little things that I do and the structures that have been set up will definitely help me as I assume leadership in school. I am confident in my practice and I hope to carry this confidence when I sit on the principal's chair as well.*

From the above, we may suggest that some DPs have aspirations to assume the position of principal in the future and are confident in their abilities. The position of DP is often seen as a steppingstone to eventually assuming sole leadership (Daugherty, 2017). In living the experiences that have been discussed above, both the DPs have developed their competencies

(Hernandez, 2016) and skills and have become leaders in their own right. Scholars have indicated that leaders have to exhibit self-belief (Marshall & Hooley, 2006; DeWitt-Oliver III, 2013) and have inherent confidence in their abilities if they were to be successful (McArdle, Waters, Briscoe & Douglas, 2007). Succession planning in any organisation is of vital importance and gains momentum with the confidence that is placed incompetent people (Markey, 2019).

Hope also saw herself being quite busy in the future:

I also like to travel. I would love to go to India again and see the Taj Mahal. I have some places that I would like to visit on my bucket list. But just for a visit.

Besides being the next principal; on a more personal matter, Hope hoped to see the Taj Mahal. She is a proudly Indian woman and viewed South Africa through a patriot's lens and would not like to leave the country on a permanent basis.

Grace is quite content in the knowledge that she had done the best that she could have done in her position and had no regrets. She also stated that her bad experiences in her other school was the deciding factor. Her age as well as that of her present principal, was also a factor that influenced her future aspirations. Grace stated:

> *Mr Andrews is much younger than me so I do not have any aspirations to be the next principal here; unless he decides to go on early retirement. I think I have served this school well enough as a DP. That may be as far as I go at this school… I do not see myself doing this all over again in another school.*

> *My experiences of being despondent in the other school has helped me make up my mind. I cannot go thorugh that again. I believe that God has made me achieve what I have and if there was something else then he would have given it to me.*

Grace also would not like to return to teaching once she has retired. Her experiences and despondency were contributing factors that led to this decision. She sees herself retiring to the countryside with her husband and dogs.

> *I cannot see myself returning to the classroom to teach. Tht is not for me. Once I go…I am gone.*

I see myself in the countryside, sitting on the porch with my dogs by my side. It's a good dream.

From the above extracts, we are learning that DPs may have different aspirations depending on their personal contexts. A recent study has shown that some DPs are quite content in staying in their present positions and had no desire to assume outright leadership (DeWitt-Oliver III, 2013). Other studies have found out that DPs had great respect for their position and actively engaged in roles that had been formerly reserved for principals (Dunleavy, 2011).

Shore and Walshaw (2018) in their study stated that there existed a group of DPs who had no aspirations to become principals but would rather work in a team. This was not for a lack of ambition but because of the different contexts, they found themselves in. Spending more time with family was also another motivating factor that prevents DPs from getting back into the profession once they had retired (Reames, Kochan & Zhu, 2014).

5.5 Chapter Summary

In this chapter, I highlighted the research questions and framed my analysis of these questions. The analysis was contemplated using the storied narratives as a point of departure. Using these narratives, themes were developed and then interpreted. The narratives were stated and then deductions were made. Deductions were supported by using scholarly literature. One of the aspects that had come to light in the interpretation and analysis of the narratives was that the DPs are challenged physically, emotionally and socially on a daily basis. This may translate to being pressurised into meeting the expectations of being a leader. The next chapter highlighted the summary of the study as a whole. Conclusions were to be made as well as a discussion reflecting on my experiences during the study. This was followed by a few recommendations which may be considered for future studies.

CHAPTER SIX
SUMMARY, CONCLUSIONS, REFLECTIONS AND RECOMMENDATIONS

6.1. Introduction

In response to the critical questions, the previous chapter dealt with the interpretation and analysis of the storied narratives presented in chapter 4. In this chapter, I draw out a summary of the study. I also highlight the key moments in each chapter and the findings that became evident. I thereafter brought to the fore the conclusions derived from each research question. Following this was the reflections of my experiences during the articulation of this discourse. I lastly put forward a few recommendations from this study which were be backed by scholarly literature and then made some recommendations for future studies on this topic.

6.2. Summary of Study

This section of the chapter summarises the main points of the study. In chapter one, the background and the contextualisation of the study were put forward. The topic was introduced as well as the rationale for the study. Following this was a short discussion of the key concepts that were prevalent during the study namely: Leadership, Management and lived experiences. Thereafter a literature review bringing to the fore current local and international perspectives of the topic was presented. The interesting section of this chapter which struck a chord with me related to my personal, professional and social justification of the chosen topic. Chapter One also presented the key questions dealing with the identity and lived experiences of deputy principals. These questions guided the direction the study took.

Chapter Two provided the body of the study. The chapter commenced with empirical studies that spoke to the topic. Thereafter the theoretical framework that governed this study was discussed. The theoretical framework gave added strength to the discourse. Two theories were chosen; adaptive leadership theory provides the leadership aspect of the study, whilst occupational socialisation governed the lived experiences of the Deputy Principals. Adaptive leadership theory was chosen because of the need to adapt to the ever-changing educational landscape whilst the theory of Occupational Socialization was chosen due to the need to identify the professional and personal identities of the deputy principals and the reasons they lead the way they do. A comprehensive literature review was engaged in, underpinning the many aspects relating to the lived experiences of both local and international Deputy Principals.

Chapter Three focused on how the study was organised. This chapter provided justification for the methodology that was used to bring to life the storied narratives of the Deputy

Principals who consented to be part of the study. A qualitative approach was chosen coupled with the interpretive paradigm as a lens to understand the deputy principals' lived experiences. Purposive sampling was used as I had certain criteria for the choice of participants. I used a narrative inquiry to tell the story of the DPs' lived experiences. This was a personal paradigm-changing decision for me as I became fully immersed in the storied lives of the actors. Field texts generated during the study were produced using a semi-structured interview, collage inquiry and artefact study. I found the last two particularly interesting as the DPs were able to articulate their thoughts through visual imagery when words could not describe their emotions. The field texts were later translated into narrative stories. The chapter also included the ethical considerations that needed to be adhered to whilst conducting the study.

Chapter Four was the most interesting and thought-provoking episode of the entire study. The retelling of the lived experiences of the deputy principals resulted in my becoming fully immersed in their lives. I became one with their experiences, and felt their pain. The stories were co-written as the actors were always asked for feedback to attest to the veracity of their stories. Both the DPs had similar experiences and this led to their stories becoming easily interwoven. The stories were categorised into recurring themes that became evident throughout the stories. I enjoyed this chapter because it taught me that as a DP, my experiences were not far removed from what the others experienced. It also helped me to understand these experiences against the background of a particular context.

Chapter Five entailed the interpretation and analysis of the storied narratives that were derived from the field texts generated during the data generating process. The critical questions played a key role during the process of analysis. Infusing the theoretical underpinnings throughout the analysis and identification of the different themes were very challenging. An important point that emerged from the analysis was that the Deputy Principals enjoyed the roles and responsibilities that were assigned to them. Another important discovery was that the Deputy Principals also did far more in terms of organisational duties than was initially thought.

6.3 Findings
The focus of this section of Chapter Six is organised around the key research puzzles put forward in this study. Research puzzle one was: Who are the Deputy Principals who are leading primary schools?

The Deputy Principals of this study indicated that they wore a number of hats with regards to their identity. The context they found themselves in determined the identity that became evident. Deputy Principals' personal and professional identities were also discussed. These were the findings:

6.3.1. Personal identities

Grace and Hope's personal identities were shaped around tragedy. Both DPs experienced tragedy in their lives that thrust them into leadership from an early age. It was by coinicidence that both their fathers died at an early stage of their lives and that they were entrusted with leadership eventhough they were not the eldest sibling in the family. Grace and Hope picked themselves up from these tragic circumstances and emerged as leaders in their homes and communities. Instead of cowering under these circumstances, tragedy empowered them. We can state that they emerged as natural leaders after their personal tragedies.

Religion played a huge role in shaping them into the people that others see and respect today. Their religious affiliations and lessons learnt from its teachings help them to view the world from a different perspective. Grace grew up in a family that regularly attended church. Sundays also found her in Sunday school. Her mother was an intercessor. This role in the family was passed on to her. She attended prayer meetings, and this empowered her to accept the challenges both in and out of work. This also allowed her to be calm and in control.

Hope was also deeply religious. She believed in a universal God that was not bound by religion or doctrine. She attended church as well as the temple and mosque but her demeanour led everyone to believe that she was a Christian. Her father was a Catholic and the order structures within this denomination stuck with her. This enabled her to set up similar structures at school. Her affiliations to the Divine Life Society led to her being actively involved in community outreach projects. This further enhanced her perspective of both adults and children.

Tragedy and religion thus became important facets of their personal identities and development as future leaders.

6.3.2 Professional identities

The professional identities of both Grace and Hope were influenced by their upbringing. Their personal, individual faiths also moulded them into the leaders that assumed the positions of authority in their respective schools. Their identities were further shaped by

mentors who influenced the way they carried out their responsibilities. Both Grace and Hope have been positively influenced by their parents. The caring people persons that they have become were a testament to their parental upbringing. They had learnt to adopt the same corrective processes to discipline and attitude to work that they had been exposed to. This has led to a better atmosphere at their schools. The principals both past and presented impacted and continue to impact the way they practice leadership. Activity management and submission of departmental documents were timeously presented. These expectations that were part of their mentoring process have been filtered down to the staff members who are in their care.

Both the DPs were viewed as caring and compassionate leaders. Further to this they still had the respect of the staff as strict leaders who demanded and also gave of their best. It was a trait that was passed down to them through their mentors.

6.3.3 Debunking popular thinking

Scholars portray DPs as forgotten leaders, wasted resources, un-sung heroes (Barnett, Shoho, & Oleszewski, 2012; Blose & Naicker, 2018; DeWitt-Oliver III, 2013; Shore & Walshaw, 2018; Townsend, 2018). These speak of negative identities. While this may be true in some cases, the DPs in this study felt valued. The findings of this study revealed that the contributions of DPs to the school as a whole were appreciated by the SMT and that DPs were given recognition for the efforts they had put in. This study also found that some DPs are also mentored by their principals to transition into principalship if they so wished to. The collaboration experienced was also an experience that may prepare DPs for the rigours of the job. These experiences shape the professional identities of DPs. DPs at time have had opportunities to lead and revel in the trust that is placed on their shoulders. Far from feeling under-valued and unappreciated there exist some DPs who are happy in their position and know that their contributions are making a positive impact in the school and that these contribution are shaping their professional identities.

The following conclusions came to the fore when attempting to answer the following critical question: What are the experiences of deputy principals regarding their roles and responsibilities as leaders in a primary school?

6.4 Leadership and management experiences

The following section discussed the experiences of DPs as they carried out their different roles and responsibilities.

6.4.1 Interaction with learners, staff and parents

Critical research puzzle two focussed on the experiences of the DPs with regards to their roles and responsibilities. The following is a discussion of the findings. The DPs had multifaceted roles which ranged from looking after academic matters to dealing with parents and other role players. The maintenance of discipline in the school was one of their most important responsibilities. Discipline included their interaction with learners and colleagues. From the analysis of the DPs' narratives, it has been brought to light that both are very strict when it came to the maintenance of discipline in school. However, to coin a phrase used by Grace "I always temper discipline with mercy". Both were very caring individuals and put the needs of the learners and staff before anything else. It was for this reason that when they had to mete out discipline, they had a thorough understanding of what transpired and put themselves in the shoes of both parties. By doing this, the DPs have managed to cultivate a culture where open communication was valued. It has helped the learners and staff to understand what they had done. This type of restorative behaviour techniques has helped to improve discipline in their school. This unpleasant task had thus become more bearable.

6.4.2 Administration

Whilst both Hope and Grace view the endless documentation that needed to be submitted to the Department as unnecessary and a waste of time, they have conceded that it was a requirement that they had to fulfil in order to be compliant with regulations. Both were meticulous in their handling of administrative tasks and take pride in the way they presented their work. Files are up to date and easily accessible for scrutiny should the officials need to. The enjoyment they have in completing these tasks contradict a thread of literature that states that DPs find administrative tasks the worst of their many responsibilities. Although administrative tasks were not the most favourite thing to do, they did it to the best of their abilities and this attitude has helped them to come up with innovative ways to cope with the demands of this task. Using technology to their advantage and having electronic files have ensured that these documents are always available. Grace and Hope would rather spend this time teaching but have realised that in order to run an effective school, they needed to have all their ducks in a row

6.4.3 Responsibilities that bring about joy

Activities that involve the learners excelling and bringing their talents to the fore were enjoyed thoroughly. For this reason, prize-giving was especially fulfilling for Grace as she saw this day as justification for all the work that had been put in during the course of the year; disciplinary processes included. The DPs were quite content with their work when they have past learners, who are happy and satisfied, come to visit. They looked at this as a validation for efforts that have been put in the lives of the learners.

6.4.3.1 Teaching

Teaching remained the main focus and passion of the DPs. The other responsibilities that they had; although necessary, detracted from their main core duty. Both the DPs found themselves gravitating to the JP classes as a means of escape when they were being overwhelmed by the demands of their positions. They felt that it was still of utmost importance that they have contact time with the learners in the form of formal lessons as this has positive repercussions for the school as a whole. The DPs have developed a relationship with the learners during contact time which has lent itself to improving the discipline in the school. Owing to the fact that the DPs know the learners personally due to teaching them, a mutual form of respect existed which helped when having to discipline learners.

Teaching also allowed the DPs an opportunity to get back to what they entered the profession to do. They felt that by teaching, they have an ear to the ground and are not removed from the issues that may be prevalent in the school. If the teachers complained about a lack of resources, they would also have experienced the same problem first-hand which helped them to motivate this during the management sessions. Teaching thus became a way of being aware of the current status of the school as well as a means of escape from their departmental duties.

6.4.3.2 Working in teams

Grace and Hope appreciated the fact that they worked in a functioning team and that collaboration was essential in order to be recognised as a functioning school. These collaborative decisions have also enabled the workload to be spread amongst the management team. They acknowledged the fact that they are not the sole custodians of their respective responsibilities. Both are happy to delegate and share the workload as long as the tasks are done correctly. Some of their greatest achievements at school were described as the times when they made collaborative decisions to move the school forward. Both have also come to realise that leadership entailed having confidence in the skills and abilities of others. They

were happy in the knowledge that their principals had confidence in their leadership potential and did not feel threatened by the DPs making decisions in their absence. These findings also contradict some scholars like DeWitt-Oliver III (2013) and Shore and Walshaw (2018) who posited that DPs find it hard to lead in schools because they are not given the opportunity to do so, and that decisions were reversed once the principal was back from an absence.

The DPs in this study have indicated that they were happy in the leadership position they found themselves in. Their school day was filled with a lot of challenges, but they did not see this as any different to what a normal family would experience. For them, the school was an extension of the family unit. The pride and joy they experience at school were reflected in the care they took when undertaking tasks. They initiated innovative strategies to make life easy at school. They do, however, agree with scholars when they admit that they were constantly faced with numerous tasks that needed to be done in order for the school to function. Both were of the opinion that it was possible to delegate some of these tasks to experienced level one educators. In saying this, the DPs liked to get things done to an expected standard and had to often do things on their own to get things done right.

6.5 Mentorship
Adding on to the discussion on teamwork is mentorship. This concept has played a crucial role in the effective functioning of the schools the DPs have found themselves in. Both have experienced continuous guidance and support as they collectively led the school.

6.6 Family
Key question two addressed the issue of how the conceptualization of their roles shaped how they lead as DPs. Hope and Grace have a family mentality. They saw the school as an extension of their families. The family has certain leadership structures with certain people having the task to be the head. Both respected the principals of the school as the head of the family and worked towards assisting the head to lead. For this reason, the experiences they had as children shaped how they led in school. Both had been entrusted with leadership from a young age and this responsibility sat easily on their shoulders.

In viewing the school as a family, the DPs took the role of Loco Parentis very seriously. This has influenced how they mete out discipline and praise. Once more, their childhood experiences have come to the fore in how they practised leadership with regards to reward and discipline (Occupational socialisation). The understanding of the reasons behind being punished was of more importance than the act itself. Conflict resolution skills were taught so

that future issues would be resolved by the conflicting parties themselves (Adaptive leadership). Both learners and staff are encouraged to look introspectively at their roles in conflict situations.

In all aspects of their enactment of leadership roles, the DPs envisaged how their reactions to family situations were and act accordingly. This has resulted in the learners and staff feeling valued and wanting to be part of the school's forward progression. The DPs believed that the care and understanding taken when dealing with school challenges under the context of family situation leads to the staff and learners also viewing the school as an asset that needed to be protected. The safeguarding of the school's reputation was something that came out strongly in both the narratives and was akin to protecting the reputation of the family.

The following came to the fore in attempting to answer the final research puzzle: How   do Deputy Principals' experiences and practice shape their future career choices as leaders?

The final question revealed an interesting twist in the plotline. The question related to the future aspirations of the DPs. Grace's experiences in her previous school left her despondent and questioning her calling. The relationship she had with her principal was not one of a mentee and mentor. Grace went as far as saying that her previous school taught her how not to be a leader. The affirmation of her calling was evident when she was promoted to her present school. The positive experiences and feelings of self-worth in the enactment of her duties have taken her to a different level of commitment. The desire and passion she experienced gave her a renewed vigour and zeal to serve. Key to this renewed attitude was her relationship with her present principal. The collaboration that was evident has enabled her to grow as a leader. She was given leadership responsibilities and roles that were special to her talents. This enabled her to shine and thrive in her roles. When asked if she would aspire to the principalship of a school, Grace was not excited. Her realisation that her age and the age of her principal would not accommodate her being principal of her present school made her to not want to be principal. She would, without a shadow of a doubt, fill in if the principal resigned. It was not that she did not want a new challenge of a new school but her experiences in her previous school coupled with the fact that she was nearing retirement age, meant that principalship was not a feasible option. She also did not see herself returning to the teaching profession in any capacity. Grace would prefer to retire in the countryside with her husband and dogs and enjoy the fruits of her labour.

Hope on the other hand saw herself as the next principal. She felt that she was more than adequately trained and competent enough to take on the leadership of any school she found herself in. At one stage in her life Hope felt that her age was a point of contention with promotions and felt that she should stand aside for older colleagues. More recently Hope has adopted an ageless attitude and now uses her relative youth as an advantage to assume leadership. She felt that as a young leader she has more to offer and can grow with the school. Her technological acumen and ability to change with the times enabled her to relate with the younger generation of teachers that were coming into the system. Her confidence also stemmed from the positive collaboration that was evident in her working relationship with her principal. This relationship enabled her to assume leadership and make decisions knowing that it would be respected and honoured by the staff and management. Hope wished to spend her time travelling once she reached the age of retirement and would not want to do any locum teaching.

Three things became evident from the analysis of the narratives. Age appeared to be a factor when determining the aspirations towards principalship. Secondly, a collaboration between the DP and the principal ensured a good relationship which resulted in forward movement in the goals of the schools. Lastly, both the DPs did not wish to return to the teaching profession once they had retired.

6.7 Reflections

My journey, which culminated in the submission of this dissertation was one that was bittersweet. I realise that hate is a highly emotional word to use but I hated some of the time I had to sit in front of my laptop because it prevented me from doing something that I enjoyed doing; playing with my children. There were days when my daughter used to come to me to ask me to play hockey with her and my response used to be: "Not now Kat". I managed to convince them that it would be over soon. In reflection, that for me was the hardest part of doing this study.

Spending time during our course seminars was both profitable and enlightening. I was introduced to a methodology that resonated with my life, and I am glad that I chose it as the vehicle to understand the lived experiences of my fellow DPs. Reading is one of my passions and it was as no surprise to me that I chose to engage in a narrative inquiry. There was one difference though, this time I would be telling the story. My lecturers also introduced me to two new ways of generating data. They called it a collage inquiry and artefact study. I

thought that this was quite strange, but I was open to it. Being a person who was up for the challenge, I researched this and realised that it was a hand in glove fit for my choice of methodology. The more I read about it the more I was intrigued by its simplicity yet effectiveness. The participants themselves thoroughly enjoyed this part of the study and revealed to me that the collage enabled them to put their entire teaching career into perspective. The process of collecting and assembling their collages compelled them to think deeply about their practices as well as the way they experienced events. Both, on reflection, ascribed new meaning to certain events. This for me was justification for the choice of using this as a data generation method.

The time spent with my lecturers during the proposal component of the course was an eye-opener. I was especially grateful for Prof Naicker's candid critique of my first mini proposal. I assumed I had done well in my presentation; a sentiment that was shared by my colleagues who were listening, but on reflection and taking considering the advice that was given to me I quickly realised how naïve I had been. This criticism allowed me to reassess and improve my plan. The time spent in the mutual critiquing and helping by my fellow prospective scholars helped us to hone our skills and better prepare ourselves for the gruelling months to come. I am forever grateful for these opportunities.

The most stressful time for me was waiting for ethical clearance from the Ethics Office. For some reason, the office had cleared my proposal but failed to inform me of their decision. The person who had cleared my proposal had gone on leave and had not informed anyone of my clearance. I had wasted two months waiting for this certificate; the time I could have spent in the field. I later found out that my colleagues had experienced worse than I did.

I have to say that I enjoyed writing this dissertation. It was challenging, but it involved my doing what I loved doing; reading and writing. This gave me the courage to roll with the punches or to retreat to my corner when I needed to recuperate. The time spent with Hope and Grace was my second favourite time (retelling their stories was my favourite as it made me feel like an author).

Living the journey with Grace and Hope was perhaps the most enriching experience for me as a researcher. Their experiences struck a chord with me and made me realise that my experiences were not dissimilar to their experiences. All three of us had lost our fathers at an early age, and all three of us had strong religious and family ties. My leadership identity was, however, only established much later in my life than their identities were.

Both Grace and Hope lived lives that had tragic episodes in them. There were moments during the interview sessions where the pain was palpable and the emotions raw. Their experiences, however, allowed me to walk the pathways of their lives as they retold their sometimes tragic, sometimes heart-warming stories. In the end, both Hope and Grace were satisfied that their narratives were true to their experiences and that the emotional rollercoasters that were their lives, could be used to enrich the lives of researchers who would read this study.

On a personal level, I have been inspired by both the DPs. Their lives were not easy. They did not receive the posts they are occupying through chance but through hard work and single-mindedness to succeed. Their drive and determination, coupled with their belief in their own abilities, have allowed them to become strong individuals; filling senior leadership posts in a male-dominated field.

Their experiences resonated with mine because as I heard of their challenges, I could identify with them as I was going through the same ones. Our frustration with departmental red tape has sparked long discussions on the futility of contacting the DOE offices. There were times when I felt that we could so easily inter-change schools with seamless efficiency because our challenges and our approach to challenges were so similar. All three of us concluded that the hats we wore were so numerous that at times moving between identities and personas became a challenge in itself.

I have learnt new ways of dealing with learners with regards to discipline from my interaction with the DPs. These strategies which have come to the fore during our discussions, in between interviews and observations, and have found their way into my policy documents. They have helped me to deal with issues where I now also temper discipline with mercy. I have also used ideas gleaned from the field text generating sessions to improve the way I handle my personal administrative tasks. I now insist that all correspondences which require documentation to be filled out be developed into an electronic document which gets completed and later filed electronically as well as through a hard copy. On a personal level, the networking that developed between the three of us was a huge success. I now have two more people that I could call on when in need. The other two felt the same way as well and have made use of this new network already. If anything I feel that this exercise has helped me to grow as an individual and as a professional and would encourage an establishment of a

network of professionals to meet in a social setting without any formal structures getting in the way of meeting and sharing ideas and stories.

6.8 Recommendations
The following recommendations are put forward after analysing the data that was generated.

6.8.1 Networking
During my interaction with the DPs, I realised the importance of like-minded professionals meeting to share and bounce ideas and experiences of each other. The establishment of a network that works on the premise of a PLC yet takes cognisance of the workings of a COP may be an option that may be looked at by DPs. Learning occurs when people interact with each other (Olsen, 2016). If professionals do not learn and change when necessary, they may become stuck in the same practice and routine (Farroukh & Waheed, 2015). The regular interaction of DPs may alleviate this. It may also have implications for the school as a whole as the institution then begins to learn from the way the DP is interacting with other professionals. This may also result in the school becoming a learning organisation. The structure of a PLC may be cumbersome and restrictive.

6.8.2 Mandatory mentorship of DPs
One of the key findings in this study was the aspect of mentorship. The DPs who participated in the study felt that they would not have emerged into the leaders they are now if it were not for the support and guidance they have received from the principals of their schools. The principals are in a perfect position to offer guidance and support as they are the vision carriers of the school. The collegiality that they felt through the mentoring process enabled them to be confident, knowing that they could make important decisions in the absence of the principal without fear of it being reversed. Both DPs believe that mentorship programmes are a necessity in schools.

Taking the above point into consideration and looking at the success it has had on a small scale with the DPs of this study; a proposal can be made for a mandatory mentorship programme to be established that would enable DPs to effectively transition into their roles. Mentoring may also lead to DPs engaging in similar activities with those that are junior to them which may then lead to the whole school being primed for leadership. Succession planning may come to the fore in these mentoring programmes that are implemented in schools which may further lead to effective transition between periods of resignations of management. Principals are more likely to engage in this programme if the directive comes

from the DOE. Proper minutes of mentorship sessions should be kept. It must also be added that the attitude of the principal and DP to mentorship plays a significant role in the success or failure of the programme. There may be certain principals who may not want to share power and may see mentorship programmes as unnecessary.

6.8.3 Reimagining the roles of Deputy Principals

The DPs who participated in this study stated that they were exhausted at the end of the day. They also intimated that their responsibilities were not a 7am to 2pm job. The numerous responsibilities that landed on their desks often resulted in them neglecting themselves and their families. I recommend that the responsibilities of the DPs be looked at again at individual schools. Responsibilities should be redistributed and delegated to senior and master teachers. The role of discipline was traditionally assigned to the DP. This does not preclude other staff members from taking on this responsibility. The title of Head of Discipline could perhaps be assumed by a master teacher. Daugherty (2017) posits that through their training, staff who are in constant contact with the learners are in a better position to deal with the emotional aspects of social misdemeanours. Discipline; from experience, does take a huge chunk out of the DPs day. If senior and master teachers take on the responsibility of dealing with disciplinary issues in their grades; it should in theory, free up the DP to handle other matters. More time could thus be spent engaging in instructional leadership responsibilities which may be of academic benefit to the school.

6.8.4 Delving into the experiences of male DPs

I thoroughly enjoyed the time spent with the DPs during our contact session. While I gained a lot from this study, it also made me realise that the experiences that are reflected in this study could be perceived to be one dimensional in that it only brings to the fore the experiences of female DPs. I would recommend that this study to be continued taking into consideration the lived experiences of male DPs. In doing so, a comparison may be made of the respective experiences. It would be interesting to determine whether family and religion; which were of considerable importance in this study, are just as valued by their male counterparts. Another point of interest would be the male perception of administrative tasks.

6.9 Chapter Summary

In this chapter, I summarised the key events that unfolded in each of the preceding chapters and the pertinent areas which enriched my personal journey. The research questions were then used as a yardstick to draw conclusions which emanated from the study. I also reflected on the impact this study had on me as well as the participants who consented to be a part of

this journey. Lastly, using the findings of the study, I put forward some recommendations that may be used to improve the study as well as add value to the lived experiences of other DPs.

6.10 Concluding Remarks

While these lived experiences are confined to the events that unfolded in the lives of the participants in this study and may not be indicative of the experiences of the general population of DPs; it does provide insight into the microcosm of their lives. A microcosm of the lives, experiences, challenges and joys of a group of individuals who some may see as the forgotten leaders of education but who others see as the lifeblood of every successful primary school.

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APPENDIX 1

1. Letter requesting permission from the schools

3 Price Place

Escombe

4093

29 January 2019

The Principal / Deputy Principal

███████████████████

Dear ████████████████

Re: Information sheet and consent to participate in the research

My name is Jeoffrey Veerasamy and I am enrolled for a Masters Degree at the University of Kwa-Zulu Natal Edgewood Campus (Student number 215080790). This is a two-year degree and involves course-work and a dissertation. The dissertation requires us to conduct a relevant research study in a real life setting. It is for this reason that I humbly seek consent from you to be a participant in my research study.

The topic of my study is: Exploring the lived leadership and management experiences of two Ethusini Circuit primary school deputy principals: A narrative inquiry.

The focus of my research is to understand how the Deputy Principals give meaning to their experiences as they conduct their various leadership and management practices. The study also focuses on whether these experiences shape how they lead and manage the school.

My study will involve the Deputy Principals of two primary schools in the Ethusini Circuit and you have been selected due to the number of years of experience in that position. Data will be generated from the deputy principals in three sessions; preferably at the school.

The first session will be a semi-structured interview, using an interview schedule. This session will last approximately one hour and will be recorded using a recording device. The recording device will be shown to you before use. Video footage will not be taken.

The second session will involve the Deputy Principal creating a collage with pictures taken from a child friendly magazine. The magazines will be available for your perusal. The duration of this session will be dependent on the deputy principal but should not exceed one hour.

The third session will involve an interview with the Deputy Principal to gauge the reasoning behind their choice of pictures. Further, data will be drawn during a conversation about an artefact that the deputy principal will be asked to bring. The artefact may be any item that has special meaning to the participant. This session will not exceed one hour.

Deputy Principals play a valuable role in assisting Principals as they lead, yet very little is known of their lives and experiences. It is hoped that the data generated from this study may shed some light into the professional lives of deputy principals whilst still acknowledging that this is not indicative of all deputy principals.

Please take note of the following:

> There will be no financial benefit accrued to the participants in any way whether cash or otherwise.

> The research is purely for academic purposes.

> The names and identities of the participants and the school will be confidential and will not be revealed.

> All participants and schools will be allocated a realistic pseudonym.

> Participation in this study is voluntary and participants are free to withdraw from the study without experiencing any negative or undesirable consequences.

> The interviews will be voice recorded.

> All data generated will be in my possession on my laptop which is code protected. copies will be given to my supervisor.

Data generated will be stored for a period of 5 years and will be disposed of in the presence of my supervisor at a site determined by the university.

Please feel free to contact me if you have any concerns regarding the study.

I have also included the contact details of my supervisor and the Research office should you have any queries that need attention.

I hope that this request meets with your favour and I am granted written permission to conduct this study at your school.

Kind Regards

Jeoffrey Veerasamy (Researcher)

Cell: 083 444 051 6   Home: 031 464 422 1   e mail: jeffreyvee@hotmail.com

Supervisor: Miss P Mthembu

Office: 031 260 187 0   e mail: mthembup@ukzn,ac.za

Research Office

HSSREC Research Office

Tel: 031 260 455 7

APPENDIX 2

Informed consent

I _____ have been informed about the study titled: 'Exploring the lived leadership and management experiences of two Ethusini Circuit primary school Deputy Principals: A narrative inquiry' by Mr J Veerasamy.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact the persons below.

Jeoffrey Veerasamy (Researcher)

Cell: 083 444 051 6   Home: 031 464 422 1   e mail: jeffreyvee@hotmail.com

Supervisor: Miss P Mthembu

Office: 031 260 187 0   e mail: mthembup@ukzn,ac.za

Research Office:

HSSREC Research Office

Tel: 031 260 455 7

Additional consent, where applicable

I hereby provide consent to:

                         Audio-record my interview /   YES / NO

_____   _____

Signature of Participant   Date

_____   _____

Signature of Witness   Date

_____   _____

(Where applicable)

3. Data Generating Instruments

Topic:

Exploring the lived leadership and management experiences of two Ethusini Circuit primary school Deputy Principals: A narrative inquiry

Critical questions

1. Who are the deputy principals that are leading primary schools?

2. What are the experiences of deputy principals regarding their roles and responsibilities as leaders in a primary school?

3. How do the deputy principals' experiences and practice shape their future career choices as leaders?

Narrative interviews

A narrative interview (semi-structured) is an effective data generating tool as it is an open ended tool that promoted the usage of follow-up questions to bring about clarity (Merriam, 1998). This also allows for an open conversation to be developed. This can also be flexible (McMillan & Schumacher, 2010). A narrative interview using a SSI approach is an amalgamation of closed and open ended questions followed by leading questions that entice the speaker to engage in further dialogue (Adams, 2019). By adapting and combining the procedures used by Merriam (1998), Jovchelovitch and Bauer (2000) and Adams (2015), I hope to conduct an interview that is more indicative of two friends having a conversation than a formal interview.

Questions

1. Tell me about yourself, your childhood, school, college, likes, dislikes etc.

2. What were the motivating factors that contributed to your wanting to become a teacher?

3. Who were your role models or mentors as a young teacher?

4. Who were the people who helped you to adjust into the position you are presently occupying? What did they do?

5. Tell me about your favourite moment as a deputy principal?

6. Tell me about your least favourite moment as a deputy principal?

7. Of all the responsibilities you engage in, which are the ones you enjoy the most?

8. Of all the responsibilities you engage in, which are the ones you enjoy the least?

9. If an educator from another school had to spend a year shadowing you and had to present feedback to their school, how would they describe you as a leader?

10. Do you think these experiences influence the way you enact your responsibilities? Why?

Collage inquiry Schedule

Collage inquiry is a visual, artistic method of data generation which employs the manipulation of relevant pictures in a particular setting to bring about reflection on the part of the participant, (Naicker, 2016). As a creative method of generating data I hope to bring the unconscious thoughts of an individual into view (Simmons & Daley, 2013). I feel that this is a relevant point to bring across because often the unconscious thoughts convey a greater meaning than what is verbalised.

Instructions

You have before you 5 magazines:

1. I would like for you to page through the magazines and choose pictures/ words that describe your journey as a deputy principal and where that journey ends.

2. Choose pictures to describe your typical day at school.

3. Provide a title for your collage.

You have one hour to complete your collage.

Follow-up questions: after the collage has been completed:

1. Tell me about your collage…what does your creation represent?

2. Are there any specific themes that are depicted?

3. Did the creation of the collage encourage you to think more deeply about the themes you were trying to depict? Explain.

4. Now that the collage is finished…has your thinking around these themes changed? Explain.

5. Upon reflection, if you could change one thing in the collage what would it be? Why?

6. If you could add a specific picture or set of words that you could not find in the magazines to add to this collage, what would it be? Why?

Artefact inquiry

The use of artefacts to generate field texts is a creative method of gleaning valuable information that at times may not be possible to gain through conventional methods like SSI (Clandinin & Caine, 2008). For this reason, it is similar to making use of a collage or artwork to generate field texts (Govender, 2016).

Instructions:

1.   Please describe your artefact.

2.   Why did you choose this particular piece? Tell me everything that comes to your mind.

3.   How has this particular artefact impacted on how you enact your leadership responsibilities?

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Dr Saths Govender

9 DECEMBER 2019

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

EXPLORING THE LIVED LEADERSHIP AND MANAGEMENT EXPERIENCES OF TWO ETHUSINI CIRCUIT PRIMARY SCHOOL DEPUTY PRINCIPALS: A NARRATIVE INQUIRY, by Jeoffrey Veerasamy, student no. 215080790.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

S. Govender

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.