LEADERSHIP DEVELOPMENT OF SCHOOL PRINCIPALS:

A CASE STUDY OF THE ROLE PLAYED BY ONE TEACHER UNION

by:

LUCKY GOODMAN MABUTHO CELE

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Durban

DECEMBER 2013

Supervisor: Dr Inba Naicker

Supervisor's Statement

This dissertation has been submitted with / without my approval.

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Dr Inba Naicker

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DATE

ETHICAL CLEARANCE CERTIFICATE

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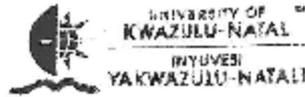
13 August 2012

Mr Lucky Goodman Cele 207524404
School of Leadership, Management and Policy

Dear Mr Cele

Protocol reference number: HSS/0666/012M
Project title: Leadership development of school principals: A case study of the role played by one teacher senior

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process

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

Yours faithfully

Professor Steven Collings (Chair)

/pm

cc Supervisor: Dr Inba Naicker
cc Academic leader: Dr Davies Daddi
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DECLARATION OF ORIGINALITY

I, Lucky Goodman Cele, declare that:

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DEDICATION

This piece of work is dedicated to God, the Lord Almighty for His love, guidance and grace, He bestowed upon me to start and finish this dissertation. I also like to dedicate this work to my family, namely, my wife Dolly Bongiswa MaRadebe KaWongeka Mawaba Cele, my two sons Mbuso Siyabonga and Lungelo Cabanga Cele and my one and only daughter, my princess, Lethinhlanhla Nothile Cele. May they continue being my strength and the pillar of my continued struggle to live and achieve more in life.

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- Lastly but not least, my biggest acknowledgement goes to God the Lord Almighty for his Love for me.

ABSTRACT

The focus of this study is on leadership development of school principals. There is a view in public discourse that a lack of sound school leadership is the cause for poor educational outcomes and dysfunctionality of public schools. A case study of one teacher union, namely, the South African Democratic Teachers Union (SADTU) in KwaZulu-Natal was conducted. The study did not focus on all the activities (programmes) and different membership categories within this teacher union, but rather it only focused on its leadership development programmes for school principals. The study sought to establish the reasons why teacher unions should involve themselves in leadership development of school principals. Furthermore, the study focused on the strategies used by this teacher union to develop school principals and the impact such leadership development has on school principals in practice. The rationale of the study was not to make generalisations but rather to obtain a rich description of the role played by the teacher union in leadership development of school principals. This rationale is rooted in my experiences as a school principal and the general view in public discourse that teacher unions exist to destabilise education. This view is also strongly held even by education authorities. This has created a general belief among the public that teacher unions are a "nonsense" and should be outlawed. The problem with this belief is that it, either wittingly or unwittingly, disregards the contribution made by teacher unions in an endeavour to improve public education. The good work done by teacher unions is not made known to the public. The study was within the discipline of educational leadership and management. It was underpinned by a theory of Community of Practice. A qualitative approach was used in the study. The study was located in the interpretivist paradigm. Data generation was conducted through semi-structured and document analysis. The sample included three KZN provincial union officials, four leadership development programme facilitators and six school principals who have completed the union leadership development programme. Document analysis included minutes of union meetings, reports to the union meetings and union declarations. Findings and recommendations of the study emphasise a continued partnership of the unions and Department of Basic Education in leadership development programmes as well as continuous pre-service and in-servce leadership development of school principals.

ABBREVIATIONS

ACE:SL	Advanced Certificate in Education: School Leadership
AFT	American Federation of Teachers
COSATU	Congress of South African Trade Unions
CPD	Continuous Professional Development
DoBE	Department of Basic Education
ELRC	Education Labour Relations Council
ERD	Education Research and Dissemination
HOD	Head of Department
IPSN	Irish Primary School Network
NAPD	National Association of Principals and Deputies
NEC	National Executive Committee
NMLC	National Management and Leadership Committee
PAM	Personal Administration Measures
PLC	Professional Learning Communities
PMDP	Principals Management Development Programme
SADTU	South African Democratic Teachers' Union
SCNPDI	SADTU Curtis Nkondo Professional Development Institute
SMT	School Management Team
SONA	State of Nation Address
UKZN	University of KwaZulu-Natal

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THIS STUDY

1.1 INTRODUCTION

The issue of the parlous state of education in South Africa has been dominating public discourse in the past few years. The view that has dominated this discourse is that the South African education system is not producing the desired outcomes. Some suggest that the panacea to the current South African state of education is sound leadership of education in general and effective leadership of schools in particular. On the 3rd June 2009, President Jacob Zuma, the President of the Republic of South Africa, in his State of the Nation Address (SONA), proffered that to improve school leadership and management, formal training will be a pre-condition for promoting teachers to become principals or Heads of Departments (HOD's). He further stated that he intends to meet school principals to share the government's vision on the revival of the South African Education system.

In selecting school principals in South Africa there are no specific leadership and management qualifications that are required except for a minimum teaching qualification and 7 years of teaching experience (Human Resource Management Circular number 48 of 2012). Even the *Employment of Educators Act, 76 of 1998* does not prescribe any formal leadership and management qualification for a school principal except for a minimum of seven years teaching experience and a three year teaching qualification. The prescription of such requirements is the competence of the Education Labour Relations Council (ELRC) comprising representation of both the Department of Basic Education (DoBE) and organised labour. The existing collective agreement, *Resolution 11 of 1998* states that any person applying for the post of school principal should have at least a three year teaching qualification and should have been teaching for at least seven years.

Much of the professional development programmes of school principals are introduced whilst they are already in the job as principals (Msila & Mtshali, 2013). There is no formal pre-appointment training of school principals in South Africa. The education

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system expects its circuit managers to induct and mentor newly appointed school principals.

The job description of school principals in terms of the Personnel Administrative Measures (PAM) as per the *Employment of Educators Act, 76 of 1998* is that they are expected to lead, professionally manage and administer teaching staff, non-teaching staff, undertake the professional management of a public school and interact with stakeholders. The nature of the responsibilities of school principals clearly demands that there should be some kind of an intense training for school principals immediately after they are appointed rather than expecting that a few minutes orientation by ward managers, as is the practice, will mould good school leaders. Additionally, school principals are expected to have some human resource management skills in order to enhance instructional leadership. The lack of such training leads to frustration and inefficiency of many school principals. As a result, teacher unions have consciously taken the responsibility to professionally develop their members, including leadership and management development of school principals.

In some quarters the opinion is that South Africa has transformed its education system without the simultaneous and corresponding professional development of its teachers (SADTU NEC, 2011). Owing to this, the South Africa Democratic Teachers' Union (SADTU) and many other teacher unions in the country have extended their mandates to aggressively deal with professional development of their members as part of service to their members. It has always been the historical mission of unions to provide skills development for their members. Therefore, unions regard continuous professional development of its members, including school principals, as an essential prerequisite for improved teaching and learning in South African schools (SADTU NEC, 2011).

1.2 FOCUS AND PURPOSE FOR THE STUDY
The focus of this study is on SADTU's involvement in the leadership development of school principals in the Province of KwaZulu-Natal. SADTU is identified as one key stakeholder that has a direct interest in education in general and continuous teacher professional development in particular (SADTU NEC, 2011). School principals are identified as a distinct membership category within SADTU. They are identified as a distinct membership category because of the critical role they play in school leadership

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and management in order to ensure the delivery of quality public education. The role they play as school leaders and managers demands that they possess particular knowledge, skills, attitudes and values (Naidu, Jourbert, Mestry, Modise and Ngcobo, 2013). Therefore special programmes for the development of such school principals are fundamental.

There is often an erroneous assumption that teacher unions only exist to destabilize education. There is a view that unions are only preoccupied with fighting for salaries, calling for strikes and defending and protecting lazy and demotivated teachers. This has created a general belief among the public that teacher unions are "a nonsense" and should be outlawed. The problem with this belief is that, either wittingly or unwittingly, the contribution made by teacher unions in an endeavour to improve public education is disregarded. The noble work embarked on by teacher unions is not made known to the public.

The study therefore will focus on evidence of how SADTU plays a role in leadership development of its members who are school principals as part of its contribution to the delivery of quality public education. In doing so it will also ascertain if there is any measurable impact of such programmes on the school principals' leadership practice and the subsequent effectiveness of the school.

The study aims, in part, to establish the reasons why teacher unions should involve themselves in leadership development of school principals. This would be explored simply because professional development of workers, in general, and principals, in particular, should be the responsibility of the employer (Ball, 2011). In the case of South African context the employer is the DoBE. Furthermore, the study aims to focus on the pedagogies and methods used by SADTU to develop school principals who can lead instructional improvement in their schools by drawing on both research and practice, aligned with the country's national goals.

1.3 SIGNIFICANCE OF THE STUDY
This study seeks to contribute to the national and possibly international debate on leadership development of school principals. It is also intended that the study through

its output stimulates further research on stakeholder inclusive leadership development of school principals to enhance school functionality and learner performance.

From my review of literature it is clear that there is limited evidence of studies conducted in the area of the role played by teacher unions in professional development of teachers in general and specifically in school leadership development. It is expected that the study will make a difference on how teacher unions are viewed in the public arena. Teacher unions should not only be viewed as fighters for teachers' salaries and protecting lazy teachers. Rather there should be a shift in focus to the positive contribution they are making to the delivery of quality public education.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study is to examine the role played by the SADTU in the leadership development of school principals. It seeks to attain the following objectives:

- To determine why teacher unions should involve themselves in leadership development of school principals.
- To explore how teacher unions engage in leadership development of school principals.
- To ascertain the impact leadership development of school principals by teacher unions have on the practice of principals.

1.5 KEY RESEARCH QUESTIONS

Collectively, this study seeks to answer the following key questions:

- Why should teacher unions involve themselves in leadership development of school principals?
- How do teacher unions engage in leadership development of school principals?
- What impact does leadership development of school principals by teacher unions have on the practice of school principals?

1.6 DEFINITION OF TERMS

To ensure a uniform understanding of concepts and terms in this study, the following terms will be defined:

- Leadership
- Leadership development
- Teacher unions

1.6.1 Leadership

A central element in many definitions of leadership is that there is a process of influence in leadership (Bush, 2011). Leadership is about direction-setting, and inspiring others to make a journey to a new and improved state for the school (Davies, 2009). Clark (2008) supports this view as he also maintains that leadership is about direction and purpose and that leadership looks outward and into the future. Davies (2009) further argues that school leadership in particular is not about the provenance of an individual but a group of people who provide leadership in the school. In the context of school leadership these are people who provide support and inspiration to others to achieve the best for children in their care. Leadership according to Glatter (2004) is embedded in relationships, context, and task performance and operating in conditions of complexity and ambiguity. Leadership in the educational context, in my opinion therefore, is about influencing and inspiring teachers and everybody in the school in order to achieve desired educational outcomes and to ensure school functionality.

Leadership as defined cannot be fully understood without reference to a related concept, management. Leadership and management are closely intertwined. Management is viewed as an aspect of leadership concerned with efficiently operating in the current set of circumstances and planning in shorter term for the school (Davies, 2009).

1.6.2 Leadership Development

Leadership development refers to the activities involved in strengthening one's ability to establish clear vision and achievable goals and to motivate others to subscribe to the same vision and goals (Davies, 2009). He further argues that leadership development is critical at almost any and all levels in an organisation. On the other hand, Gray and Bishop (2009) view leadership development as any activity that builds the capacity of the school principals to be better leaders. To be effective school leaders requires developing skills in various arenas including leading change, managing resources and improving instruction (Gray & Bishop, 2009).

1.6.3 Teacher Unions

Teacher unionism is about teacher unions having an obligation to be responsive to their members' needs (Bascia, 2000). In a paper presented to the Collective Bargaining, Organising and Campaigns Conference of the Congress of South African Trade Unions (COSATU) held on the 12 to 15 March 2013, a union is defined as:

> *The union is when workers meet and identify their problems, their demands and actions they are prepared to take to change their conditions in which they work and live. The union is when ordinary members exercise democratic worker control of collective bargaining processes and hear their own voice when their leadership is speaking (COSATU, 2013).*

The definition by COSATU indicates that workers, in the case of this study teachers, come together to collectively develop programmes and strategies to resolve their problems. Teachers may form themselves into a union to improve their work conditions and the quality of work they produce.

1.7 REVIEW OF LITERATURE

The purpose of the literature review in my study was to present issues in the literature relating to leadership development, development of school principals and the role teacher unions play in the development of school principals. To this end I engaged in a comprehensive search of various national and international databases on current and completed research. The majority of the books and journal articles consulted were obtained from the library at the University of KwaZulu-Natal.

1.8 RESEARCH DESIGN AND METHODOLOGY

This study is located paradigmatically in the interpretive paradigm. This paradigm views knowledge as socially constructed (Golafshani, 2003). This is a qualitative study as it searches for in-depth work done by a teacher union in professionally developing its members who are school principals on leadership issues (Webb, 2002). A case study methodology is employed. Case studies allow for an in-depth investigation of a particular instance in its context in order to generate knowledge (Rule & John, 2011). In this study the case is that of a teacher union, SADTU and it is a case of leadership development of school principals.

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Two methods of data production were used in this study. Interviews were the primary method of data production and document analysis was a secondary method of data production. Semi-structured interviews and focus group interviews were used to produce data from principals who participated in the leadership development programmes conducted by the union, people that are involved in conducting leadership development programmes and provincial leaders of the union. Purposive sampling was used to select participants for the study. The study sample comprised two provincial union leaders/officials, six principals that have gone through the union school leadership development programmes, and six facilitators of such programmes. Provincial leaders of the union were interviewed through semi-structured personal interviews. Focus group interviews were used for the group of principals and facilitators.

All the interviews were digitally voice recorded. The recordings were then transcribed for data analysis. Each of the transcripts was then subjected to inductive content analysis in order to generate themes and sub-themes. The documents were also content analysed.

1.9 DELIMITATION AND LIMITATIONS OF THE STUDY

The study is delimited to the province of KwaZulu-Natal. Only members and leaders of SADTU in KwaZulu-Natal will participate in the study. The findings of this study cannot be generalised to other unions or provinces. In as much as the results of this study cannot be generalised to other teacher unions and provinces I however believe that it can, to a larger extent, assist in informing processes with regard to the conceptualisation, operation and execution of leadership development programmes for school principals.

1.10   CHAPTER OUTLINE

This research study is divided into five chapters.

Chapter One provides a general background and overview of the key aspects of this study. The study is introduced by pointing out that in South Africa we do not have a well inclusive and coherent approach to leadership development of both the novice and veteran school principals. The focus and purpose of the study is then presented. The

aims and objectives and the key research questions that inform this study are listed, followed by the definition of key terms used in this study. A brief outline of the methodology employed in this study brings this chapter to a conclusion.

Chapter Two focuses on the literature reviewed with regard to the key research questions. The review commences with theoretical framework of the study. The study is underpinned by the theory of the Community of Practice. The theoretical framework and the principles of the Community of Practice Theory are discussed in this chapter. Definition of key words is given in more detail in order to create an understanding of the study. The different national and international approaches to leadership development are discussed in this chapter. This chapter also covers the perceptions that exist among the public about teacher unions.

Chapter Three focuses on the research design and methodology. The research methodology and data collection methods are discussed in chapter three. Issues relating to sampling and data analysis are also presented. This chapter also covers how issues of ethics and trustworthiness in the study were addressed.

Chapter Four focuses on the findings of the study. It also presents the discussion of the findings using the theoretical framework and related literature.

Chapter Five presents the summary of the study, conclusions and recommendations.

1.11   Chapter summary

In this chapter I have introduced the study by arguing that South Africa has transformed its education system without paying much attention to the professional development of its teachers. The focus and the purpose of the study have been clearly outlined. The significance and the aims and objectives of the study were discussed in the chapter. I have presented the key research questions. Leadership and leadership development were discussed as the key concept of the study as well as how such concepts will assist the study. I have also briefly outlined the research design and methodology. This chapter has also outlined the layout of the study with regard to the five chapters of the study.

In the next chapter the theoretical frameworks underpinning this study and a review of the related literature is presented.

CHAPTER TWO

THEORETICAL FRAMEWORK AND RELATED LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the problems associated with ineffective schools as being caused by poor school leadership. It further argued that there is a role played by teacher unions in leadership development of school principals. This role is not being recognised as the good work done by teacher unions. The public does not know about the role played by teachers unions in leadership development of its members as such, and it is not being publicised by the media and the powers that be.

The focus, purpose and key questions of the study were discussed in the previous chapter. This chapter is divided into two major sections. The first section will cover the theoretical framework of the study on leadership development of school principals. The second section will cover literature reviewed on professional development conducted by teacher unions for their members in general and leadership development of school principals in particular. The first section will start by tracing the origins of community of practice as a theory underpinning the study. It will further define the characteristics of the community of practice as a theoretical framework. It will also look at how and in what context other scholars used this theory. I will discuss how this theory will assist me in the study. The second section of this chapter will explore studies that have been conducted on professional development of teachers and the role played by teacher unions in professional development of teachers. It will also look at the different approaches that were or are successfully used by teacher unions locally and internationally to professionally develop their members in general and principals in particular.

2.2 Theoretical and conceptual framework

This study is underpinned by a theory of learning through a community of practice. This theory of situated learning proposes that learning involves a process of engagement in a community of practice. Community of practice as a theory maintains that learning is recognised as a social phenomenon constituted in the experienced, lived-in-world, through legitimate peripheral participation in ongoing social practice (Lave, 1991).

Learning through a community of practice involves a process of changing knowledgeable skill subsumed in the process of changing identity in and through membership in a community of practitioners. This view is supported by the view that is held by interpretivists who argue that we all live in a pluralistic world composed of individuals who have perspectivally unique experiences (Lave & Wenger, 1991). In my opinion this means that as individual people we have different experiences of the same world we live in. These different experiences can create an opportunity for each and every one of us to learn from each others' experiences of the same world. This is the view that the theory called community of practice proposes.

2.2.1 Origins of the Community of Practice Theory

Learning has always been assumed as a process that has a beginning and an end. It is seen as something that is best separated from the rest of our activities and it is the result of teaching (Wenger, 1998). This is what has always been the generally acceptable norm of learning. This has been an understanding of what learning is, until around the late 1980's and early 1990's that two scholars from very different disciplines, Jean Lave and Etienne Wenger came up with a new model of learning (Smith, 2009). They coined a model of learning called 'community of practice' based on situated learning.

This model of situated learning proposes that learning involves a process of engagement in a 'community of practice'. Communities of practices are groups of people who share a concern or a passion for something they do and learn on how to do it better as they interact with each other regularly (Wenger, 2006). Lave and Wenger (1991) argue that communities of practices are everywhere and that people are generally involved in a number of them – whether at work, school, home or in our civic and leisure interests interactions (Smith, 2009). The different places where these communities of practice are located make them to have different characteristics.

2.2.2 The Characteristics of the Community of Practice Theory

The characteristics of communities of practice vary from one community to another but the purpose is that of learning. Some have names while many do not. Some communities of practice are quite formal organisations; others are very fluid and informal. However, members are brought together by joining common activities and by what they have learnt through their mutual engagement in these activities (Wenger,

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1998). A community practice is different from community of interest or a geographic community in that it involves a shared practice (Smith, 2009). Geographic communities in my understanding involve people that happened to be living together with no intention of learning from each other. If any leaning occurs it would be accidental. Geographic communities have no inherent distinguishable elements as compared to the community of practice.

According to Wenger (2007) there are three elements that are crucial in distinguishing a community of practice from other groups and communities. These are:

The domain. A community of practice is something more than a club of friends or network of connections between people. It has an identity defined by shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.

The community. In pursuing their interest in their domain, members engage in joint activities and discussion, help each other, and share information. They build relationships that enable them to learn from each other.

The practice. Members of the community of practice are practitioners. They develop a shared repertoire of resources: experience, stories, tools, and ways of addressing recurring problems - in short a shared practice. This takes time and sustained interaction (Wenger, 2007, pg 1).

Anthropological studies of apprenticeship offer possible alternative cultural points of view on social process of learning and inspiration for counterintuitive conceptualisation of such processes of learning (Lave & Wenger, 1991). Lave and Wenger further claim that craft apprenticeship in the West Africa, among Yucatec Mayan midwives, for example, are practices in which mastery comes about without didactic structuring and in such a way that knowledgeable skill is part of construction of new identities of mastery in practice. In this form of mastery of knowledgeable skill terms like 'Master' and 'Apprentice' come to play (Lave & Wenger, 1991). The master in this case does not have a direct, didactic impact on the apprentices' learning activity although the master is often crucial in providing newcomers to a community with legitimate access to its

practices. These forms of mastery of knowledgeable skills were part of social learning in a more unstructured way compared to the contemporary more structured community of practice. People were learning as peripheral participants as compared to members of a community of practice, as would be to members of the union who are all school principals.

2.2.3 The context in which Community of Practice Theory can be used

Members of the union who are practicing as school principals have a shared domain of interest and therefore have a defined identity. As members of the union who are also school principals they engage in joint activities and discussion, help each other and share information and therefore constitute a community. Leadership development of school principals by a teacher union is based on the experiences and sharing such experiences by members of the union practicing as school leaders as the programme is conducted by other practicing principals. Learning (development) of school leaders is through membership of a sustained community of practice (Lave & Wenger, 1991). The programme itself is a culmination of different experiences of different principals of schools who are either leaders or members of the union. This is supported by the view that is held by interpretivists who argue that we all live in a pluralistic world composed of individuals who have perspectively unique experiences (Lave & Wenger, 1991).

This theory therefore seeks to solve the problems of practice and to contextualise the variations and leadership diversity for one situation to another and from one school to another. It further provides informal learning opportunities for school principals developed by principals themselves using the various experiences they have. Kinney (2008) propagates this idea of sharing experiences as he argues that it is not enough to ask and answer the hard questions because background experiences and personal filters can colour your perceptions of yourself to the point that you may get a distorted image of yourself. Therefore, it is necessary to gather feedback from colleagues. This is important in order to compare how you see yourself as a leader and how others see you. This will provide valuable direction in planning ones personal and professional growth while learning from the members of his or her domain. Community of Practice of Theory in practice creates a space for members to learn from each other.

2.2.4 The use of Community of Practice Theory in the Study

Community of practice as a theoretical framework underpinned by Social Learning Theory will help me to contextualise and conceptualise the role played by teacher unions in leadership development of school principals. I will use this theory to determine the type of learning taking place in the programme of leadership development of school principals by teacher unions.

According to Bascia (2000) teacher unions contribute to teacher socialisation in several ways. Firstly, teacher unions help set up many of the terms for teachers' work conditions and learning in the larger district context through collective bargaining. This will include the scope of legitimate teaching activities within and beyond the school day, the nature and expectation of leadership positions, participation in decision making and opportunities for professional development. Secondly, teacher unions contribute to the discourse about teachers, school principals included, through their communication with teachers and administrators and through statements they make in the press and in their meetings. Through these forms of communication they may reinforce or assert images of teachers as victims or heroes, intellectual workers, technicians, political activists or professionals. Thirdly, teacher unions have the potential to augment and extend teachers professional development activities within their own organisation and through links to district governance and other arenas beyond the district. Fourthly, teacher unions demonstrate their relevance to teachers' work through their responsiveness and willingness to take up their issues and concerns and by further allowing teachers to develop new projects and initiatives through their auspices (Bascia, 2000). All these factors and the interactions form part of the socialisation of school leaders within their communities of practice and influence their practice as school principals. The extent to which teacher unions socialise teachers, justify the supposition that teacher unions should play a critical role in both professional development of teachers and leadership development of school leaders.

2.2.5 Professional Learning Communities

Hirsh and Hord (2009) suggest that one of the most powerful ways for principals to extend their learning is to participate in Professional Learning Communities (PLC's). They continue to argue that principals' leadership and participation are key to establishing schoolwide PLC's. When establishing these committees principals plan

how they will share guidance and leadership with each other from its inception. Hirsh and Hord (2009) supports the view put by Helsing and Lemsons (2009) who defined PLC's as teams of school leaders that regularly work together with the purpose of supporting each other. Their working together and support for each other is aimed at improving teaching and learning outcomes in their schools. School principals benefit from these communities because they gain more collegiality and more help and support from their peers in dealing and solving hard leadership problems (Hirsh and Hord, 2009).

Leadership development programmes need to be job-embedded, organisational-embedded, and system-embedded processes that assist school leaders to fulfil their roles (Fullan, 2009). Bush (2009) argues that leadership development entails development through a range of action modes and support mechanisms often customised to the specific needs of leaders through what is increasingly referred to as personalised or individualised learning. This means that leadership development should not be an event but a process that should be considerate of the context of education. These programmes should not be too abstract but should happen within the context of the principal's practice. The context will include the environment where school principals operate, the type of human resource (unionised or not) they manage, the entire system of education, nationally, provincially and locally. Therefore professional development programmes for school leaders should take into cognisance the context at which school principals' practise.

2.3 Review of related literature
A review of both international and local studies on leadership development of school principals is presented. Both local and international literature seems to concur in that school leadership development is an important tool to fight underperformance in schools, school improvement and school functionality (Naicker, 2011; Schleicher, 2009; Samuels, 2008; Kinney, 2008; Olson, 2007).

2.3.1. Common perceptions about teacher unions
In as much as this study is about leadership development of school principals, I saw it befitting to give a background on the perception of union in public discourse. This is

done because the study is based on the case study of a teacher union on the role played by teacher unions on leadership development of school principals.

2.3.2 Negative Criticism of teacher unions

There are varying views about teacher unions and their role in education. One view strongly supports the existence of teacher unions, whilst the other view argues against teacher unions. The critics of teacher unions, Angell, (1981), Berube, (1988), as cited in Poole (2001) claim that teacher union pursue narrow self-interests, often at the expense of broader educational interests. These critics also argue that teacher unions protect incompetent and lazy teachers. Carini (2002) further postulates that efforts to improve compensation and working conditions for teachers compromise student achievements (Carini, 2002). Some common arguments against teacher unions include:

- Unions raise the costs of education, thereby draining resources away from inputs that raise achievements.
- Unions remove incentives for teachers to improve instruction, for example by shielding ineffective teachers from dismissal and by tying salaries to seniority rather than merit.
- Increased formalisation as a result of unionisation hampers principals' ability to manage their schools.
- Unions encourage distrustful relationship between teachers and principals.
- Due to their political clout, teacher unions can block promising educational reforms that threatens union interests.
- Teacher union strikes, or even their threat, disrupt instruction, lower morale and damage community relations (Carini, 2002).

In my view these are arguments that seem to dominate the public discourse simply because the media and scholars do not take time to get closer to teacher unions to find out what exactly they are doing. Johnson, Donalson, Munger, Papay & Qazilbash (2009) argue that the media and union critics commonly portray teacher unions as monolithic organisations that pursue traditional union goals and a narrow self-interest agenda. Moe (2006) shares the same view as the media and the union critics. He argues that:

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If public education is to escape the stultifying drag of unions' grip on the system and if the system, therefore, is to evolve into a new form that is better suited to provide quality public education to children – it will happen only through reforms that weaken or eliminate union power in the schools (Moe, 2006. p. 230).

Literature, in my view, seems to concentrate more on the strikes and politicisation of teacher unions at the expense of other positive contributions to quality educational programmes. Literature seems to wittingly or unwittingly ignore the fact that teacher unions might be engaged in programmes to improve the quality of education and subsequently educational outcomes. Carini (2002) expresses a view that it is surprising that so little research exists on the unionism-achievement link. This remains a serious gap in almost all the literature that I have read for the purposes of this study. I could not find any literature that deals with the role that is played by teacher unions to develop school leadership. The question is, are teacher unions doing nothing to develop their members who are school leaders or there has never been any study done on this subject?

This attitude towards teacher unions, in my view, seems not to be a South African problem but an international phenomenon. Although this study is not about union criticism that seems to be most prevalent in both local and international literature, it is important to present the traditional view of teacher unions. This traditional view takes a posture of general criticism and phobia towards teacher unions. It was necessary in order to demonstrate how teacher unions are perceived by society and how such a perception is created in the public discourse. It was also important in order to demonstrate the basis upon which the Department of Education and other service providers for teacher development programmes do not involve teacher unions in their development programmes. It also presents the justification of a study on the positive role played by teacher union in improving public education as a negation of this public and scholastic view of teacher unions.

2.3.3 Positive Posture towards teacher unions

Peeling off all this negative public view of teacher unions, it could be discovered that there are good programmes conducted by teacher unions. These programmes contribute and support quality public education and general school functionality. Some scholars,

although, in a very small scale, do acknowledge the role that is or could be played by teacher unions in improving the quality of the schooling system. Most literature does not recognise the role that is or has always been played by teacher organisations on professional development. Bascia (2000) argues that teacher unions have a long and varied history of providing workshops, discussion groups and training for their members. She further argues that teacher unions provide a broad range of opportunities for teachers' professional development. Carini (2002) support this assertion by claiming that school structures become more formalised after unionisation of teachers. He postulates that several studies show that unionised schools tend to have small class sizes and teachers engage in more instructional preparation time. Biscia (2000) also argues that teacher unions sponsor educational programmes innovations ranging from teacher-initiated programmes that attempt to influence practice in individual schools, to district and provinces. This could be achieved either through teacher development for pedagogical delivery of the curriculum or through leadership development to provide sound leadership and management in schools. In my view, the focus to improve on learner achievement and school functionality should not only focus on teacher development for curriculum delivery. Leadership and management also form a very critical discipline in the improvement of learner achievement and school functionality.

Teacher unions in the United State and Canada resort to professional development strategies for their members for a number of reasons. Bascia (2000) suggests that this focus of teacher unions on professional development seems to be driven by several simultaneous motives. She argues that the first one in the genuine desire to help teachers to learn to work more effectively with an increasingly linguistically, culturally, racially and economic diverse student population. The second one is the belief that teachers must play a greater and more informed role in shaping educational practice. The later reason sometimes appears to be driven by an instrumental view of professional development.

2.3.4 The importance of leadership development
I have observed that the advent of the new political epoch in South African has given rise to the decentralisation and delegation of responsibilities of running schools to school principals (Bush, *et al.,* 2011). The widespread trend of increasing institutional autonomy has made many aspects of planning and decision making the responsibility of

the school (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008). This has led to the increasing recognition that effective leadership and management are vital if schools are to be successful in providing good learning opportunities for students (Bush, *et al.,* 2011). As a result, principals working together with school management teams, school governing bodies, the Department of Basic Education and school communities, are primarily responsible for leadership for the direction of their schools (Naidu, *et al.*, 2008).

In decentralising and making schools more autonomous the South African government was attempting to follow on the global trends. This is noted by Bush (2009) when he argues that the role of the school principal is expanding as a consequence of the devolution of powers from local, regional or national bureaucracies to school level in many countries. The devolution of powers to school principals has redefined the role they should play in South Africa and abroad (Naicker, 2011). In contextualising these changes to South Africa, Naicker (2011) postulates that the roles and responsibilities the school principals has, has expanded because they are now expected to possess knowledge and skills that they were not expected to have in the past. These includes *inter alia* serving on staff recruitment, selection and promotion committees (interviewing committees), school financial committees, building networks with other government departments, private sector organisations and dealing with teacher unions (Naicker, 2011). He expatiates further on the argument by van der Westhuizen (2010) who argues that the principal's task used to be focused mainly on teaching but it has since changed to be more complex as a result of the increasing complexity of the school as an organisation. The increased responsibilities that school principals are expected to perform due to educational changes are in my view calling for vigorous training programmes for school leadership.

The modern principal is no longer merely "the principal teacher" but also the manager of a complex organisation called a school (Fenwick & Pierce, 2004). They are expected to create a team relationship among staff members, acquire and allocate resources and promote teacher development. Therefore school principals remain the central source of leadership and needs to cultivate leadership to others (Msila and Mtshali, 2013). They further contend that school principals lead organisations that are fraught with all sorts of challenges hence continuous leadership development forms that centrality of their

practice. Leadership development will enable school principals to develop sound culture of teaching and learning, school functionality and uphold great school success.

According to Sparks (2009) leadership development focuses on affecting what leaders believe, understand, say and do each day of their practice. Leadership development is sufficiently robust as it literally changes the brains of leaders as they acquire new beliefs, deepen their understanding of important subjects and develop new habits of their trade. He further argues that leadership development creates relationships among leaders that inspire hope rather than resignations, provides support in implementing new practices. Leadership development should equip leaders with the knowledge and skills to create high-performance teams and embed professional development in teachers' daily work lives.

Leadership development can not only improve teachers' skills of the trade but also encourages them to adopt certain new values and the world's views consistent with educational reform strategies (Biscia, 2000). With regard to leadership development, teacher development strategies are sometimes directed at helping teachers (school leadership) to work more effectively within the system that cannot or do not provide sufficient support (Biscia, 2000). These strategies focus on helping teacher union members to respond to educational policy demands, especially when policy makers do not accompany such mandates with technical assistance or clear examples on what changes in practice might look like. Biscia (2000) further makes a very critical argument that these teacher development initiatives should respond to teacher needs.

Sustained and well designed leadership development is essential in a schooling system that desire high-quality teaching and learning levels (Sparks, 2009). Sustained and well-designed leadership development prepares leaders to be instructional leaders. Instructional leaders should be leaders that are able to create a school culture that promotes continuous improvement in teaching and learning and surround both learners and teachers with supportive relationships.

2.3.5 International and local approaches to leadership development

Different pedagogical strategies are used for leadership development whether in the public institutions or in business. These strategies may include teacher induction,

mentoring and peer coaching. In most cases these professional development (leadership development) programmes are often undertaken in partnerships with other organisations (Biscia, 2000). Sparks (2009) agrees with Biscia (2000) on the strategies that can be used in sustainable school leadership development although put differently. He postulates that leadership development will occur by developing teamwork, real-time professional learning, and system and school cultures that allow new ideas and practices to grow and flourish. He takes his view further by arguing that leadership development should not be "sit-and-get' sessions. This method of leadership development is characterised by series of speakers who offer their views on variety of subjects. This strategy remarkably separate from leaders core day-to-day responsibilities, seldom builds on one another to develop complex understanding and skills and do little to promote social learning.

2.3.5.1 International studies on leadership development of school principals

There are a number of studies conducted in the United States of America, Canada, Ireland and Austria around leadership development of school principals.

2.3.5.1.1 United States and Canada

The United States and Canada recognise that leaders, like their colleagues, require continuous professional development (CPD) (Lewis & Murphy, 2008). The CPD should link formal structured learning opportunities with the many informal on-the-job opportunities to practice and learn from experience. However, the compromised approach that was made in the United States has been to build in experience-based elements such as simulations, project work, field visits and internship, alongside formal aspects (Lewis & Murphy, 2008). Some unions in the United States have adopted the "train the trainer" and workshops approach for professional development programmes of their members (Johnson, Donaldson, Munger, Papay and Qazibash, 2009). These "train the trainer" programmes are run by American Federation of Teachers (AFT). AFT has an Education Research and Dissemination committee (ER&D). This committee is responsible for professional development of members, including school leaders (Johnson, *et al.*, 2009).

Teacher unions in the world have changed their posture to teacher development and their role in it. In some part of the world like in the United States and Canada, teachers'

organisation such as unions, federations and associations are focusing increased attention on their membership (Bascia, 2000). This increased attention to their membership is now on professional development. According to Bascia (2000) in the United States for example, national state and local teacher union leaders are involved in efforts to professionalise teaching. This is done by teacher union leaders in spite of it not being understood by some union members. Union members believe that teacher unions should be about defending their interests. They seem not to understand the other role that unions must play to improve on the skills of their members to perform well as part of membership service. Bascia (2000) postulates that in considering how to rethink their obligations to their membership, teacher unions in the United States and Canada often resort to professional development strategies.

However in Pittsburgh teacher unions are not involved in professional and leadership development of teachers and school principals, respectively. Pittsburgh is an educational district situated in United States of America. This district believes that cultivating effective instructional leadership is key to school improvement (Samuels, 2008). He further maintains that this educational district embraces the idea that strong principals are essential to academic success. The district administrators have launched several ambitious initiatives based on the philosophy that school leaders need to be cultivated as carefully as their students (Samuels, 2008). He further point out that in order to keep all initiatives on track several outside organisation, including the Institute for Learning at the University of Pittsburgh and the private educational coaching firm were brought in to work closely with school principals. Partnership with coaching firms seems to be the approached adopted by Pittsburgh as an educational district in the United States, to leadership development of school principals. With all the good initiatives that Pittsburgh initiated the gap still remains that teacher unions were not part of leadership development of school principals.

When Samuels (2008) was conversing with John Tarka, the President of the Pittsburgh Federation of Teachers, it appeared that there was a grievance that teacher organisations were not involved in leadership development of school principals to give their inputs. The Pittsburgh Federation of Teachers even though was not involved in these initiatives it, however, supported the strengthening of school leadership (Samuels, 2008). The point is that educational authorities in most parts of the world seem to neglect the

contribution that can be made by teacher organisations in leadership development of school principals in particular and professional development of teachers in general. The question is, should teacher unions play a role in leadership development of school principals.

The educational districts in New York use a different approach in developing leadership of school principals. In New York, they have a Leadership Academy for aspiring principal called New York City Leadership Academy for Aspiring Principals (Olson, 2007). This Leadership Academy prepares aspiring principals for the job. It recruits, prepares and supports principals specifically for the city's public schools. Once accepted principals take part in the six-week summer "intensive" programme that engages them in a series of simulated school projects that reflect the realities of the setting in which they will work (Olson, 2007). This is followed by a 10-month school-based residency under the mentorship of an experienced principal and by planning a summer programme that enables candidates to have a successful transition to their positions of school leadership. The curriculum of this intensive programme is based on the real experiences of new principals. The faculty members who guide the participants through the programme are former principals or principal supervisors (Olson, 2007). Even though school principals are given this pre-service intensive training programme, in the first few years of their practice as principals receive additional support. These programmes have the built-in coaching and mentoring for novice principals as part of the support. These coaching and mentoring programmes include on-site coaching and workshops to provide them with an opportunity to net-work with their peers.

2.3.5.1.2 Ireland

In Ireland, unions play a major role in teacher professional development and training of school principals in leadership. Teachers in Ireland are highly unionised, with 98% of primary teachers and 91% of post-primary teachers belonging to teachers unions (OECD, 2007). These figures include school principals. Ireland also has two major professional organisations of school leaders, the Irish Primary School Network (IPSN) for primary school principals and the National Association for Principals and Deputy Principals (NAPD) for post-primary school principals. These organisations also play a role in training school principals and the role they are playing is welcomed by all

stakeholders in education generally (OECD, 2007).The approach used by both these organisations is to provide advice and support.

2.3.5.1.3 England

The other view which has been dominant in England suggests that there should be pre-service training for school principals (Olson, 2007). Olson postulates that for decades pre-service training for school leadership has been used by educational authorities in England (Olson, 2007). He further claims that while teachers were working as teachers took occasional courses at an educational school to prepare them for headship. They took courses to cover topics like finance, law, and educational theory. After few years these teachers would have completed a culminating field assignment which might have included shadowing their own school principals.

Olson (2007) state that for decades pre-service training for school leadership has been used by educational authorities in England. He claims that while teachers were working as teachers, they took occasional courses at an educational school to prepare them to be school principals. To help candidates apply what they are learning, exemplary programmes also provide early and intensive field-based experiences for would-be principals that are integrated with their school work. This approach to leadership development of school principals seems to be favoured by many authorities and scholars as it prepares principals before they assume leadership positions. Bush (2009) argues that being qualified for the job of a classroom teacher is no longer appropriate. In fact Bush takes his claim further that requiring individuals to lead schools, manage staff and care for children without specific preparation, may be seen as foolish, even reckless as well as being manifestly unfair for the new incumbent (Bush, 2008). He further argues that systematic preparation, rather than inadvertent experience, is more likely to produce effective school leaders.

Novice principals are further given support during their first years in leadership positions. In England first-time head teachers (as principals there are known) are given $2,600 during their first three years on the job, which they can use for a wide range of learning activities (Olson, 2007).

2.3.5.2 South African studies on leadership development of school principals

Different countries use different approaches and programmes for school leadership development. In South Africa, for example, the study conducted by Naicker (2011) reveals that South Africa use the in-service approach. South Africa have two major programmes the ACE:SL and PMDP. In both ACE:SL and PMDP programmes they have adopted what is termed as 'knowledge for understanding' approach (Naicker, 2011). These are content-led programmes typically to those provided by universities (Bush, 2009). These programmes tend to place greater emphasis on the application of knowledge to improve practice than theoretical issues. The ACE:SL programme is offered part-time and it spans two years. Whilst on the other hand the PMDP is offered on a part-time basis over a period of six months.

These programmes are in line with the recommendations of the Task Team commissioned by the Minister of Education in 1996 to explore the need of education management development (Naidu *et al*, 2008). The Task Team identified the education management competence as the vital means to improve the quality of education. The Task Team went on to recommend that a National Institute for Management and Leadership development must be established. This however did not materialise. Failure to establish this institute resulted in the fragmentation of leadership and management development programmes in South Africa. Leadership development programmes, if any, conducted on *ad hoc* basis (Naidu, *et al.,* 2008).

The pedagogical approaches of these two programmes are underpinned by four common methods and approaches to learning. They are underpinned by role-embedded learning, mentoring and coaching, portfolios and establishment of leadership practice communities (LPC's). Picking on the LPC's, school leaders meet in contact sessions where they are guided by a tutor (Naicker, 2011). The approach during these sessions is that school principals have an opportunity to share their experiences in implementing what they have learned. Naicker (2011) propagates that school principals continue to communicate even when they are away from learning centres in order to 'bounce ideas off each other'. This creates some form of peer support and networking. According to Mathibe (2007) as cited in Naicker (2011) these networks provide a supportive professional community for school principals beyond the school buildings.

In spite of these two leadership development programmes for school principals there seem to be less agreement about whether preparation is required to develop appropriate leadership behaviours (Bush, Kiggundu & Moorosi, 2011). In South Africa, as it is happening in many other countries, school leaders begin their profession as teachers and progress to headship through a range of leadership tasks and roles often defined as middle management (Bush, *et al.*, 2011). For example, in South Africa there is Collective Agreement number 11 of 1998. This Collective Agreement is used by the DoBE to recruit teachers, including recruiting for leadership and managerial posts. According to this collective agreement, when teachers apply for these leadership positions they must indicate and demonstrate that they have performed these leadership and managerial tasks. This creates a wrong view that teaching is the main activity of the school principal and teaching qualification and teaching are the only requirements for school leadership.

These differing views on whether school leadership should be developed pre or in-service is a major challenge in South Africa. This remains a South African challenge because many serving school principals are said to lack basic leadership and management training prior to and after their entry into headship (Bush, *et al.,* 2011). The challenge is exacerbated by the context in which school principals are expected to carry out their leadership responsibilities.

2.3.5.2.1 Advanced Certificate in Education: School Leadership programme

For the purposes of this study I will focus on the Advance Certificate in Education: School Leadership (ACE:SL). It was introduced by the Department of Basic Education as a new threshold qualification for aspiring school principals (Naicker, 2011 & Bush, *et al.,* 2011). This course was piloted in six provinces in 2007 to 2009. It was opened to serving school principals and deputy principals. The purpose of ACE:SL is to prepare aspirant school principals while at the same time it was to address the lack of skills to currently serving school principals.

The ACE:SL is being delivered by universities through a common framework agreed upon with National Department of Basic Education and the National Management and Leadership Committee (NMLC) (Bush, *et al.,* 2011). The ACE:SL course is modular based, comprising core, optional and foundation modules. These modules are offered in

block teaching sessions over several days, Friday afternoons/evening sessions and on Saturdays (Bush, *et al.,* 2011).

According to Bush, *et al.,* (2011) the delivery model was not to the satisfaction of candidates. Candidates' dissatisfaction was amongst other things based on learner size group. Sizes ranged between 25 and 200. In larger groups, interaction amongst the group members and between the group members and the facilitators was very limited. Most of the sessions compromised delivery of content (Bush, *et al.,* 2011). The strategies used in transfer of knowledge and skills to candidates were mentoring, networking and site-based assessment. Of the three strategies mentoring was the distinctive feature of the ACE programme designed to facilitate transfer of learning to candidates.

It appears from the review of literature that teacher unions are not invited to play any role in the delivery of the ACE:SL programmes. My view is that teacher unions ought to be involved in any development of their members. Teacher unions may be invited to either play a role as facilitators or to contribute to the development of developmental programmes content or in the development of pedagogical approaches in developing school leaders. Teacher unions in my view, by virtue of them having members of the same profession are better placed to provide a platform for Professional Learning Communities hence should play a role in leadership development of principals.

South African literature, in my view, would seem not to appreciate that these complex educational changes are to a large extent influenced by teacher unions. Teacher unions are dominant at national and provincial bargaining processes. Some of these educational changes and the hegemony are buttressed and a direct corollary of the 1994 democratisation of South Africa. Democratisation of South Africa had an influence in the democratisation of education hence the emergence of collective bargaining chambers between the Department of Basic education and teacher unions. This in my opinion, therefore, calls for teacher unions to play a more significant role in leadership development programmes of school leaders. Teacher union must play this role because they have better understanding of the policy changes in education as well as the intended outcomes. Teacher unions owe this responsibility to their members because of the hegemony they enjoy on policy formulation and collective bargaining processes.

My experience as an educator and as a school principal with all these leadership programmes for school principals is that such trainings are more in-service training than pre-service training. The Department only start developing leaders once people have already been appointed as school principals. The ACE:SL programme for School principals, the Principals Management Development Programme (PMDP) even the Professional Learning Communities (PLC's) in my view - they all come too late as they are conducted after people are already appointed as principals. These programme come as interventions than as sustainable programmes for both leadership development and sustenance. I am of the view that interventions are and cannot be permanent therefore unsustainable. Leadership development for school principals in my view should include both pre-service and in-service programmes. However, more emphasis should be on pre-service. All stakeholders in education, teacher unions included, should have more integrated programmes to prepare post level one to three educators for school leadership.

2.6 Chapter summary

In this chapter I have presented and discussed the theoretical framework underpinning this study. This community of practice theory underpins this study. The origins and the characteristics of the community of practice theory were discussed and illustrated as to how they are relevant to the study. Various literatures, both international and national, were explored to explain the public views of teacher unions. I reviewed leadership professional development in four countries, namely United States, Canada, Ireland and England. This review has presented a critical and coherent evaluation of literature on leadership development of school principals by teacher unions. I then discussed leadership development of school principals in South Africa. This review has presented gaps in literature and programmes offered by the DoBE on leadership development of school principals. These gaps are that both the literature and the programmes offered by the DoBE do not recognise the role played or that could be played by teacher unions in the leadership development of school principals. Most literature does not recognise the role that is or has always been played by teacher organisation on professional development. Teacher unions have a long and varied history of providing workshops, discussion groups and training for their members (Bascia, 2000).

In the next chapter I will discuss the research design and methodology as it relates to this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter a literature review was presented around leadership development in general and professional development in particular. In this chapter I will present how the study was designed and conducted. I will discuss the broad research paradigm, methodology and the methods used to generate data. I will also discuss how the participants were sampled. The site and the paradigm of the study will be discussed. I will also discuss how data was analysed and how issues of trustworthiness were addressed during the study. The paradigm underpinning the study will ensure that data collected was appropriate to answer the critical research questions.

3.2 Research Paradigm

This study is underpinned by the interpretive paradigm because it relies on the experiences of individuals who are school principals and officials of a teacher union. I seek to understand and describe meaningful social action among members of the teacher union who are principals and officials with regard to leadership development (Knowles, Nieuwenhuis and Smit, 2009; Cohen, Manion and Morrison, 2009). This study was conducted in order to understand the subjective world of human experiences within the context of leadership development by a teacher union. It was to understand the role that this teacher union is playing in professional development of its members who are school principals through their experiences of union programmes. An interpretive approach was used as I intended to interact with the subjects of the study to obtain data (Coll and Chapman, 2000). The study was meant to ascertain what behavioural meaning (Cohen *et al.,* 2009) does union leadership development programmes have on its members. I choose the interpretive paradigm for my study because it seeks to ascertain the behaviour with meaning, it seeks to explain intentional behaviour and for future orientation of participants (Cohen, *et al.,* 2009). The interpretivist paradigm presents actions as meaningful to us only in so far as we are able to ascertain the intentions of actors to share their experiences. In order to ascertain the experiences of union members who are principals and facilitators of the union leadership development programmes, I choose qualitative research as a methodology for my study.

3.3 Methodology

This was a qualitative study aimed at revealing work done by a teacher union in leadership development of its members who are school principals in issues of school leadership (Webb, 2002). The qualitative research approach is an inductive and exploratory tool, as it is characterised by observing and sensing what is occurring naturally in a particular situation. It is therefore critical for an in-depth analysis of the problem (or situation) in order to understand the "what" and "why" of human behaviour (Hatch, 1998). Qualitative study therefore enables me to make sense of the data collected in terms of the participants' definition of their experiences in the leadership development programmes by their union. A case study with few participants was conducted, however, they were able to provide detailed and rich data (Cohen, *et al.,* 2009).

In this study, I adopt a case study methodology. A case study methodology provides in-depth investigation of a particular instance in its context in order to generate knowledge (Rule and John, 2011). On the other hand Cohen, *et al.,* (2009) maintain that a case study can enable readers to understand ideas more clearly than simply presenting them with abstract theories or principles. The claims made by both Rule and John (2011) and Cohen, *et al.,* (2009) made a case study more justifiable for this study. In this study I do an in-depth investigation of the role played by a single teacher union in leadership development of school principals in order to generate knowledge. As indicated in the introduction in chapter one, there has been an outcry for leadership development programmes of school principals. Many people have theorised about this but teacher unions on the other hand are doing it in a practical way.

Cohen, *et al.,* (2009) also point out that a case study provides a chronological narrative of events relevant to the phenomena being studied and that it focuses on individual actors or groups of actors. It seeks to understand participants' perceptions of the events. This justifies the use of a case study in this study since this is a qualitative study. The justification is further substantiated by the fact that the use of a case study in this study has assisted to gather more in-depth data on "why" and "what" makes this one teacher union believe that it must play a role in leadership development of principals. It further assisted in gathering data on what impact its involvement has on school principals themselves as well as delivery of quality public education.

Furthermore I adopted to use a case study in this study because case studies are relevant and good when studying a social phenomenon, organisations or institutions (Cohen, *et al.,* 2009). In this case study participants were sampled from the South African Democratic Teachers Union (SADTU). Participants enabled me to explore and understand their perceptions of leadership development by their union SADTU. The case study was also an advantage to this study as it enabled me to undertake the research without needing a full research team (Cohen, *et al.,* 2009).

3.4 Methods

As this is a qualitative study, a series of interviews and document analysis were used to generate data.

3.4.1 Interviews

Interviews are planned, pre-arranged interactions between two or more people (Lankshear & Knobel, 2004). One person is responsible for asking questions pertaining to a particular topic or theme of formal interest and the other or others respond to questions. Interviews are most appropriate for this study because they provide more in-depth insight on the topic by drawing information from fewer participants (Denscombe, 2003). Interviews also become most suitable for this study because it was positioned from interpretivist paradigm. Personal interviews and focus group interviews were used to generate data from principals who participated in the leadership development programmes conducted by the union. Facilitators that were involved in conducting leadership development programmes and provincial leaders as officials of the union were interviewed. In view of the fact that this is a qualitative study, interviews enabled me to get the subjective world of the experiences of participants who participated in leadership development programmes of the union (Cohen, *et al.,* 2009). Semi-structured personal interviews were used to collect data.

3.4.1.1 Semi-structured interviews

Semi-structured personal interview is one approach of generating data in research where the researcher and the respondent have a face-to-face interaction. It involves just one researcher and the interviewee (Lankshear & Knobel, 2004). Crawford (1997) postulates that personal interviews are used by researchers to generate data by way of interacting with the participants to find out how people think and how they react to

issues (Crawford, 1997). In order to successfully collect more in-depth and relevant data the researcher must be able to successfully use the strengths of personal interviews as an approach to generate data. During semi-structured interviews, I began by asking a question to which the participants are expected to respond (Lankshear & Knobel, 2004). The semi-structured questions were meant to assist me to gather data that will answer the critical questions of the study. I formulated these questions such that a clear procedure was followed when conducting personal interviews to enable participants to successfully answer critical questions.

In developing the procedure for the interviews, I started by identifying my interview samples to be interviewed, getting informed written consent from them and organising the time, date and place where the interview will take place (Lankshear & Knobel, 2004). Lankshear and Knobel (2004) also postulate that identifying participants for an interview is determined by the study focus. Crawford (1997) further claims that by stating that the participants in the personal interview are encouraged to talk freely about the subject but must keep to the issue of interest of the researcher. I also ensured that during interviews participants were encouraged to speak freely but guided them to keep to the issue that was being discussed.

In order to generate data for this study, semi-structured personal interviews with facilitators of the union leadership development programme were conducted. A sample of four facilitators who are part of the leadership programme residing in Durban was taken. I decided to use facilitators around Durban as it was going to be easy to access them for interview purposes.

Using semi-structured interviews had its advantages and its own limitations. For the purposes of this study, semi-structured personal interviews were advantageous because it was a conversation between two people and therefore more appropriate for me to measure what the person knows, what are the values of the person and preferences of a person and what the person thinks (Cohen, et al., 2009). The limitation was the high cost incurred with regard to travelling that needed to be made, supervision, and high personal costs (Neuman, 2006). I overcame this limitation by travelling to meet with the union officials in the union offices. I also visited union leadership development

facilitators in their school for those who are school-based. Those who are working full-time in the union, I visited them in their union offices. Interviews were conducted after office and school hours. By travelling to participants' offices and schools I avoided travelling cost being incurred by participants as I had a budget to myself. I personally conducted the personal semi-structured interviews hence there was no need for supervision. This avoided any cost for supervision.

Neuman (2006) further claims that the appearance, tone of voice, question wording and the body language of the interviewer may affect the participants. This argument by Neuman (2006) is supported by Creswell (2008) who also claims that researchers in personal interviews may also prejudice participant answers, whether knowingly or unknowingly, through either comments or body language. It might also not be comfortable for all the participants to disclose information about themselves during the interview (Creswell, 2008).

In order to circumvent these limitations, I ensured that participants are assured that their identity will not be revealed. At the beginning of each interview I ensured the participants of confidentiality, their right not to respond if not comfortable to respond to certain questions. Issues of beneficence and non-maleficence were explained at the beginning of each interview (Cohen, *et al*., 2009). I made participants comfortable during the interviews by ensuring that I established a rapport with them and questions were asked in an acceptable manner such that they did not feel intimidated (Cohen, *et al*., 2009).

3.4.1.2 Focus Group Interviews

The focus group interviews approach of data collection is a special qualitative research technique in which people are informally interviewed in a group discussion setting (Neuman, 2006). This is supported by Scott and Morrison (2006) who maintain that focus groups are focused in the sense that they usually involve a collective activity or activities to provide the framework of the interaction. This in my view means that focus group interviews involve a group of people with a similar or common exposure or involvement or understanding of a particular topic or theme. Through a series of questions, I intended to find out what were the participants' understandings, feelings,

reactions or perceptions to the role that is played by the teacher unions on leadership development of school principals.

Neuman (2006) postulates that the procedure for conducting focus group interviews is that the researcher gathers together 6 to 12 people in a room with a moderator to discuss a few issues for about 90 minutes. This procedure by Neuman (2006) is supported by Leedy and Ormrod (2010) though put differently, who also claim that to conduct a focus group, the researcher gathers several people, usually not more than 10 to 12, to discuss a particular issue for about one to two hours. Leedy and Ormrod (2010) further state that to conduct a focus group there must be a moderator, who may or may not be a researcher. I selected a homogenous group of six practising school principals who have gone through a leadership programme by their union. Six principals from schools with similar background were selected e.g. they were all from the township schools. All six attended various leadership development programmes. Although some have attended similar leadership development programme conducted by SADTU. I did not select a moderator as I facilitated the discussions in the focus group interviews.

The advantage of using the focus group in this study was that it allowed the researcher to explore differences in opinion amongst the group members (Kitzinger, 1994). Furthermore, as the researcher, I didn't have much time to interview all six principals individually hence the focus group was more of an advantage. Creswell (1998) and Neuman (1994) claim that it is advantageous to use the focus group when time is limited. People feel more comfortable talking in a group than alone. Therefore interaction among participants may be more informative than individually conducted interviews. The focus group interviews was advantageous as people will tend to express their views more freely and openly in a relaxed, informal and homogenous group allowing the researcher to gather more in-depth information (Kitzinger, 1994 and Neuman, 2006). This, however, does not mean that there were limitations in using this method for data generation.

As a researcher, I ensured that members of the group did not simply conform to the majority as that may present itself as a limitation of this method of data generation (Crawford & Acorn, 1997). This approach also demands that the researcher has good interviewing and moderation skills as well as the ability to manage both (Scott &

Morrison, 2006). This presented itself as a limitation to me as this was the first interview that I have conducted and did not have a well trained moderator. However, in order to overcome this as a limitation I read extensively on how to conduct focus group interviews. This enabled me to ensure that all participants spoke through me and all participants were given equal chances to speak. Focus groups may be prone to sabotage by reluctant or over-dominant participants (Scott & Morrison, 2006). I overcame this by ensuring that I remained more focused than the group members and as assertive as possible to those who wanted to dominate by asking them to give others a chance to speak. Only one topic maybe discussed at a time, and a moderator may unwittingly limit open and free expression of group members (Scott & Morrison, 2006). In as much as group members were given space to discuss, I however ensured that at all times discussions were limited to the topic that was being discussed.

3.4.2 Document Analysis

Document analysis is different from literature review (Maree, 2010). The use of document analysis only focuses on written communication, written data sources, published and unpublished documents, company reports, memorandum, agendas, minutes and other administrative documents (Cohen *et al., 2009 and* Maree, 2010). I ensured that I evaluate the authenticity and accuracy of all the records (Maree, 2010) before I used them in my study. This was done in order to address limitations of collecting data through document analysis. Limitations of document analysis may include inability to disentangle a fact from interpretation as some documents were not written for research purposes (Cohen, *et al.,* 2009).

In order to triangulate the data generated through interviews documents related to leadership development programmes were examined. The documents I examined were minutes of meetings, reports to meetings, declarations adopted by SADTU and brochures of SADTU. These documents were used because they are official documents of SADTU.

3.5 Sampling

Purposive sampling was used to select participants for the study. This type of sampling was used as the participants were expected to give rich and in-depth information about their experiences in union leadership development programmes. This method of

sampling enabled the study to acquire more insight that improved the understanding of the participants' lived experiences both as participants in the leadership development programmes and principals in practice (Webb, 2002). The study sample comprised of three provincial union leaders/officials, six principals that have gone through union school leadership development programmes and four leadership development facilitators.

Although the six principals are practicing principals employed by the Department of Basic Education (DoBE) they were selected as members of SADTU. They were selected because they went through the leadership development programme by the SADTU. The focus group was used for the six school principals because of its ability to bridge the gap of understanding and experiences (Webb, 2002) of the different participants in answering key research questions.

A sample of three leaders/officials of the union was also taken for semi-structured interviews. The three Provincial leaders/officials of SADTU, namely, Provincial Secretary, Deputy Provincial Secretary and Provincial Education Convener, were selected because of the role they play in planning these leadership development programmes and because of their position and responsibilities in the union. The Provincial Secretary and Deputy Provincial Secretary were identified because of their role as custodians of all union programmes. The Provincial Education convenor was sampled because of his responsibility as the person that deals with professional development of union members. The four facilitators were selected by virtue of them being involved in conducting and facilitating leadership development programme of the union.

3.5.1 The interview participants
A short narrative describing the interview participants is presented. Pseudonyms are used to protect the identity of the interview participants.

3.5.1.1 Union officials
Mr Mandla Mvula
Mr Mandla Mvula is an elected union official. He is the Provincial Secretary of SADTU in KZN. He is a principal of a primary school although he is working in the offices of

the SADTU on full-time basis. He has got 23 years of teaching experience. He was a school based principal for six years before he became full-time in the union offices. He has a BEd. degree and honours degree. Currently he is reading towards a master's degree at UKZN. He also holds two diplomas in Labour Law and a certificate in project management.

Miss Nomasonto Xulu

Miss Nomasonto Xulu is an elected union official. She is the Deputy Provincial Secretary of SADTU in KZN. She is a deputy principal in a primary school. She is full-time in the Provincial offices of the union. She has 18 years of teaching experience and four years as a deputy principal. She has a Teaching Diploma and ACE in school management. She also holds a diploma in Labour Law.

Mr Sani Siyadla

Mr Sani Siyadla is an elected official of the SADTU. He is the Provincial Education Convener. He is responsible for coordination of all educational and developmental programmes of SADTU in KZN. He is full-time in the offices of the SADTU KZN. He is a principal of a secondary school. He holds a Secondary Teachers Diploma, Further Diploma in Education, BEd. Honours degree in school leadership and management.

3.5.1.2 Provincial Leadership Development Programme Facilitators
Mr Brandon Ndusha

Mr Brandon Ndusha is working full-time in the offices of the union as the National Negotiator. Part of his work is to negotiate with the Department of Basic Education in the ELRC and to facilitate leadership development programmes. He has been a principal for six years with seventeen years of teaching experience. He holds a Secondary Teacher's Diploma, ACE: Labour in Education and Diploma in Labour Economics.

Mr Nana Mbenye

Mr. Nana Mbenye is a Full-Time Shop-Steward (FTSS) based in the Provincial office of SADTU. Part of his responsibilities is to represent members in dispute hearings and to facilitate in leadership development of school principals. He has been a teacher for seventeen years, four of which he was a Deputy Principal. He holds a BEd. degree and currently reading for his BEd. honours degree.

Mr Max Dillay

Mr Max Dillay is a principal in a primary school in Umlazi District. He has twenty four years of teaching experience. He has been an HOD for four years. He has been a principal for four years. He has a Diploma in Education, ACE: Education management, law and policy and BEd. Honours in education management, law and policy.

Mr Terry Mthazile

Mr Terry Mthazile is a Circuit Manager in Umlazi District. He has been a circuit manager for seven years. He was a principal of a Ubuhle Secondary School for ten years. He has a Secondary Teachers Diploma, B. Paed and BEd. Honours degree.

3.5.1.3 School Principals

Mr Mahindra Kadir

Mr Mahindra Kadir is a principal of Rose Secondary School in Umlazi District. He has twenty six years experience as a teacher and two years as a school principal. He holds a Senior Primary Education Diploma and a Further Diploma in Education, specialising in Maths and Science.

Mr Lekani Thweba

Mr Lekani Thweba is a principal of Heavens Primary School in Pinetown District. He has twenty three years of teaching experience. He has been a principal for four years. He has a Senior Primary Teachers' Diploma, B.A. degree, B.A. honours degree, BEd. Degree and Masters degree in education leadership, management and policy.

Mr Xamu Luzi

Mr Xamu Luzi is a principal of Orange-green Primary School in Pinetown District. He has been a Deputy Principal for five years and a principal for four years. He has a Secondary Teachers Diploma, Advanced Certificate in Education and BEd. Honours degree in English.

Mr Zabalaza Zibi

Mr Zabalaza Zibi is a principal of Umbuso Secondary School in Umlazi District. He has 24 years of teaching experience. He has been an HOD for three years, deputy principal for two years and a principal for nine years. He holds a Senior Primary Teachers'

Diploma, BA degree, BA honours degree, Further Diploma in Education and Masters'
degree in educational leadership, management and policy.

Ms Xenox Mosi

Miss Xenox Mosi is a principal of Idols Secondary School in Umlazi District. She has
been a deputy principal for seven years and a principal for four years. She has a
Secondary Teachers' Diploma, ACE: Education Leadership, BEd. Honours degree and
Bachelor of Science (Computer Studies).

Mr Lula Zishe

Mr Lula Zishe is a principal of Mroza Pre-vocational School in Umlazi District. He has
eighteen years of teaching experience. He was a deputy principal for four years. He has
been a principal for two years. He has a Senior Primary Teachers' Diploma, ACE: in
education management and Diploma in Adult, Basic Education and Training.

3.6 Data Analysis

In analysing the data five steps of data analysis postulated by Blanche, Durrheim and
Kelly (2006) were followed. The following five steps as suggested by Blanche, *et al.,*
(2006) were followed:

Firstly, it was the familiarisation and immersion in data generated in order to ensure that
it was understood by me (Blanche, *et al.*, 2006). The generated data was read
repeatedly. I made some notes to enable me to understand generated data better.
Secondly, I induced organising themes from the data. Thirdly, generated data was coded
in order to categorise it within one or more of the themes already developed. Fourthly,
the process of elaboration which entailed a deep and very close scrutiny of data was
entered into. This process assisted me as a researcher to identify issues that might have
been omitted in the last two steps of data analysis. Lastly, I worked through a process of
interpretation and checking of all data. In this stage fine details, mistakes and check
points were identified and areas where I would have been carried away by some aspects
of the data collected or my prejudice were identified and removed.

3.7 Ethical Issues

Using interviews as a way of collecting data may pose a number of possible ethical
dilemmas. This could be as a result of the fact that interviews are a social, interpersonal

encounter and not merely a data collection exercise (Cohen, *et al.*, 2011). During the interviews I was aware that different socio-cultural contexts exert different influences in an interview (Cohen, *et al.*, 2011). The possible ethical dilemma could be that the participants may not be comfortable to give particular information fearing that such information may be used in a manner that will prejudice them hence the participants must be assured that the interviewer will not reveal their identities (Crawford, 1997). During an interview a measure of intimacy can develop between the interviewers and participants that can lead to participants to share information about events in their lives that, if misused, could lead to them being very vulnerable (Fraenkel & Wallen, 2000). Cohen, *et al.*, (2011) maintains that the researcher must ensure that informed consent is obtained from the participants. Further, guarantees of confidentiality and beneficence are that the interviews may be to the advantage of the participant and will not harm him or her (Cohen, *et al.*, 2011) are given or brought to the attention of the participant.

An application for ethical clearance was sought from the ethics committee of University of KwaZulu-Natal (UKZN). Permission was duly granted from UKZN (see ethical clearance certificate, page iii). Also a letter to solicit permission to use the union's name and to interview members of the union was written to the General Secretary of the union. The union granted permission to use its name and to interview its officials and members (see appendix A, page 78).The consent from all the participants was sought through a letter detailing the purpose and nature of study and their rights during the study as they have a right to be informed about the nature and the results of the study (Denzin and Lincoln, 2000). They were asked to give their consent by way of filling and signing the declaration by the participants' form (see appendix D, page 83).

3.8 Trustworthiness in the study

The aim of trustworthiness in a qualitative study is to support the argument that the inquiry's findings are worth paying attention to (Lincoln & Guba, 1985). This is quite different from the conventional experiment precedent of attempting to show validity, soundness and significance. In any qualitative study, four issues of trustworthiness require attention: credibility, transferability, dependability and confirmability.

Credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of data drawn from the participants' original data (Lincoln &

Guba, 1985). Transferability is the degree to which the findings of the enquiry can apply or be transferred beyond the bounds of the study. Dependability is an assessment of the quality of the integrated process of data generation, data analysis and theory generation. Confirmability is a measure of how well the inquiry's findings are supported by data generated (Lincoln & Guba, 1985). I ensured trustworthiness by trying to address the issues raised above.

In order to address issues of credibility, I had three different groups of participants, namely, KZN provincial union officials, provincial leadership development facilitators and school principals. Union documents were also analysed. I did this in order to meet prescripts of triangulation (Lincoln & Guba, 1985). All three groups of participants were asked the same interview questions. Document analysis was done to evaluate what was said by participants against what is in the union's record. This ensured that deeper and more credible data was generated.

Furthermore, I checked my transcripts and notes with all the union officials and four school principals that I succeeded to reach (Lincoln & Guba, 1985). Each of the participants reviewed a summary of the data analysis procedure and a summary of the results of the enquiry. Participants surveyed and rated the findings of the data analysis to be more or less accurate to their responses to the interview questions that were given to them. In fact, all the participants surveyed made comments that indicated that they related to the findings in relation to their experiences during the study and leadership development programmes.

In order to address transferability, I have kept all the transcripts and data analysis documents. These documents will be available on request. This access to the study's "paper trail" will enable other researchers to transfer the conclusions of this study to other case studies or to repeat as closely as possible the procedure for this study.

3.9 Chapter Summary

In this chapter I have outlined how the study was designed and conducted. I have discussed the broad research paradigm, methodology and the methods used to generate data. The advantages and limitations of the methods used were discussed. I have discussed how the participants were sampled. The site and the paradigm of the study

were discussed. I also discussed how data was analysed, ethical issues and how issues of trustworthiness were addressed during the study.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

The previous chapter outlined the research design and methodology utilised in this study. This chapter focuses on the analysis of data generated through semi-structured interviews, focus group interviews and document analysis in terms of the research questions namely:

- Why should teacher unions involve themselves in leadership development of school principals?
- How do teacher unions engage in leadership development of school principals?
- What impact does leadership development of school principals by teacher unions have on the practice of principals?

The findings are based on the views and experiences of union officials, union leadership development programmes facilitators and school principals who have been part of the union's leadership development programmes. The documents that were analysed include the minutes of union meetings, resolutions and declarations of the union from the period of 2009 to 2013. Data from the documents was used to corroborate information obtained from the interview participants.

This chapter is presented according to the critical questions of the study. For each critical question, themes and sub-themes that emerged from the data are presented. Firstly, I present the reasons why teacher unions should play a role in leadership development of school principals. Secondly, I present the methods used by SADTU as a trade union in leadership development of school principals. Thirdly, I present the impact of leadership development of school principals in practice. Injected under each critical question is a discussion of the data.

4.2 Findings and discussion

The findings and discussion are arranged in terms of the three critical questions.

4.2.1 Reasons for teacher unions' involvement in leadership development of school principals

The first critical question focused on whether participants felt the union should play any role in leadership development of school principals. The themes that emerged from the data are: Abdication of responsibility by the Department of Basic Education, the strategic positioning of teacher unions (SADTU) to conduct leadership development of school principals, minimising of disputes and creation of labour peace in education, improvement of school functionality and of the quality of public education in schools, entrenchment of democratic management in schools and the union's social responsibility.

4.2.1.1 Abdication of responsibility by the Department of Basic Education for leadership development

Eight participants emphatically expressed that the Department of Basic Education had abdicated its responsibility to develop school leadership. They all agreed that there is a lack of planned, coherent and successful programmes meant to assist newly appointed and serving school principals by the Department. One Provincial union official, Miss Nomasonto Xulu, had this to say to express her view on the abdication of duties by the Department of Basic of Education:

> *… I have never seen a successful programme by the Department of Basic Education which is intended to develop principals…*

Mr Brandon Ndusha, the provincial union facilitator, in agreeing with the view that the department of basic education has abdicated its responsibility of leadership development of school principals said:

> *It is my contention as an experienced principal that principals are neglected by the employer…Time and again we have as principals indicated to the employer that we need development but the officials… always indicate that there is insufficient financial resources provided for by the employer…*

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In supporting this view Mr Nana Mbenye, another provincial union facilitator had this to say:

> *People get promoted and they don't get enough workshops in terms of how to perform and carry out their duties as outlined by the prescripts of the law.*

Mr Mahindra Kadir a principal of Rose Secondary School also concurred with other participants who expressed that the Department of Basic Education has abdicated its responsibility. He said:

> *When I got to the school as a principal all I got was an SEM to come and introduce me and a bunch of keys, nothing else. But immediately thereafter the union empowered me...*

All the participants were in agreement that the responsibility for leadership development of school principals rests with the Department of Basic Education as the employer. They were in agreement on this, notwithstanding, that they all agreed that the Department of Basic Education has abdicated this responsibility. They all concurred that the union must therefore play a role in leadership development of school principals. They believed that the union must play this role for two reasons, firstly to service school principals as their members. Secondly, to mitigate the gap created by the Department of Basic Education by abdicating its responsibility to develop leadership in school principals. In the secretariat report of the General Secretary of SADTU to the NEC of 22-23 February 2013 the report from KwaZulu-Natal indicates that they had already started with SMT orientation programme. This illustrate that the union is indeed mitigating on the gap created by the Department of Basic Education by abdicating its responsibility.

The abdication of responsibility by the Department of Basic Education remains a South African challenge because many serving school principals are said to lack basic leadership and management training prior to and after their entry into headship (Bush, *et al.,* 2011). The responsibility for the development of school leadership has also been taken over by teacher unions in other part of the globe as well. In the United States, though professional development is widely seen as a management responsibility, more than half of the union presidents who were interviewed in the study by Johnson, *et al.,*

(2009) were developing or promoting union-sponsored induction programmes, professional development or both. In a study conducted by Johnson, *et al.,* (2009) one participant was quoted as saying:

> *The actual professional development that I've received from the district has been poor, in my opinion. But the professional development from ER&D has been fantastic. It's really a good programme* (Johnson, *et al*., 2009).

Two union officials, however, did indicate that there is the ACE for school leadership for principals in South Africa. They, however, maintained that this programme by the Department of Basic Education has very little impact as very few principals have gone through the programme. The assumption is that the limitations of such a programme include, amongst other things, lack of funding. The lack of sufficient funding for leadership development of school leaders is a major concern. The lack of funding seems to be the opposite of what is happening in other countries. Bush (2009) claims that governments are investing substantial sums of money in leadership development because they believe that leadership development will produce better leaders and more effective schooling systems.

4.2.1.2 The strategic obligations of the union to its members

In responding to the question on whether the union should play a role in leadership development of school principals, it emerged from almost all participants that the union must respond to the needs of its members. These needs also emerged from meetings of the union and some are reported to the union by members. The secretariat report of the General Secretary of SADTU to the NEC of the 26-28 October 2012 reports that:

> *The institute is in a process of developing the SMT curriculum course for School Management teams. SADTU SMT's indicated that they need support in curriculum management and implementation due to curriculum changes within the last fifteen years.*

These and other membership needs that emerge from the union meetings force the union to engage *inter alia* in leadership development of school leaders as an integral part of the SMT's and most fundamentally as an obligation to its members. All participants agreed that the union interact with its members on regular basis. This regular contact

with members places the union in a strategic position to understand developmental needs of its members. This understanding enables the union to develop and conduct amongst other things, leadership development programmes for school principals as part of its obligation to the needs of its membership.

Mr Sani Siyadla, the provincial union official had this to say to express the obligation the union has to address the needs of its members:

> *… the union in my view understands better the needs of its members as they interact with their members on daily basis... even school principals when they attend their meetings at the level of the union they identify areas for professional and leadership development for principals.*

In concurring with this view, Mr Lekani Thweba a principal of Heavens Primary School had this to say:

> *You know when you look at SADTU, SADTU is better placed to understand the problems on the ground because SADTU is with the membership all the time. Teachers report their challenges to SADTU each time they have problems.*

In considering how to rethink their obligations to their membership, teacher unions in United States and Canada often resort to professional development strategies (Bascia, 2000). SADTU as a teacher union seems to be following a similar path. Participants indicated that SADTU holds regular meetings with its members and members report their challenges and the need for professional development to the union. This seems to have created an obligation on the part of the union to address such challenges. The importance of designing programmes to service school principals also emerged in the minutes of SADTU National Education, Gender and Labour Policy Conference of the 23-25 of March 2012. It is captured in the minutes that all SADTU structures should have programmes that address and service SADTU principals. It would seem that this decision of having regular meetings with school principals might have compelled all structures of the union at different levels to hold regular meetings with school principals who are members of SADTU. Therefore, it has strategically placed the union in a right position to be aware of challenges facing school principals. One of the challenges that emerged from such meetings is the need for leadership development for school leaders.

This identified need for leadership development seems to have left the union with no choice but to develop leadership development programmes for its members who are school principals.

4.2.1.3 To minimise misconduct, disputes and the creation of labour peace in schools

Upon analysing data collected from the provincial union officials, provincial union facilitators and school principals, it also emerged that leadership development of school leaders by the union prevents unnecessary misconduct disputes. If unnecessary misconduct disputes are eliminated from schools labour peace is automatically created at the level of the school. This was attested by nine participants from all interview samples. This is what the one provincial union facilitator said about leadership development of school principals with regard to creation of labour peace:

> *Our job also is in line with training principals to prevent misconduct.*
> *[It] is to ensure that there is labour peace at a school because he is a*
> *human resource manager at a school level. We need to ensure that there*
> *is labour peace at the school level. Our primary role is to zoom in and*
> *look at the area of need of the principal because most of the conflict*
> *arises because of a lack of information by both parties* (Mr Nana
> Mbenye, provincial union facilitator).

Other principals in the study concurred with what the provincial union facilitators said. This is what one principal said:

> *…teachers come to the union with their problems, for example an*
> *educator may come to the union stating that this is what has happened*
> *and the union normally will fight on behalf of the educator….so we*
> *actually prevent misconduct and labour disputes via leadership*
> *development and union experience* (Mr Mahindra Kadir, the principal of
> Rose Secondary School).

This is what the principal of Mroza Pre-vocational School, Mr Lula Zishe, had to say:

> *SADTU plays a very vital role in ensuring that newly appointed*
> *principals are capacitated in terms of leadership skills because it also*

> *minimises misconduct disputes that are normally encountered by*
> *members on site…..*

The responses of the participants indicate that leadership development of school principals minimises labour disputes in schools. This emerged as one of the reasons why teacher unions should play a role in the leadership development of school principals. The responses from participants indicated that principals with well-developed leadership skills handle disputes better. Moreover, capacitating principals themselves prevented them from engaging in things that will lead to them being charged for misconduct by the Department of Basic Education. This is as a result of their improved understanding of policies of the Department of Basic Education. The need to ensure that misconduct and labour disputes are minimised also surfaced in the Secretariat Report of the General Secretary of SADTU to the National General Council of the 26-28 October 2012. He said:

> *SADTU should focus more on preventing misconduct disputes, as well*
> *as, losing members as a result of dismissals for misconduct.*

The reduction of misconduct and labour disputes in schools results in improved school functionality. The quality of public education in schools is improved because school principals become more focused on leading and managing their schools and teachers on teaching instead of dealing with labour disputes. In supporting that leadership development create labour peace and it minimises disputes in schools, the study conducted by Johnson, *et al*., (2011) in the United States reveals that although, each of the teacher unions' presidents described a labour-management relationship with ups and downs over time, their accounts suggested an overall decrease in hostility and increase in cooperation because of the unions involvement in professional development.

4.2.1.4 To improve school functionality and the quality of public education in schools

All participants held the view that SADTU's leadership development programmes plays a significant role in the improvement of school functionality and in ensuring quality public education. The participants mentioned that leadership programmes empowers them to run schools in the right direction. This view is supported by both local and international literature in that school leadership development is an arsenal to fighting

underperformance in schools as well as for school improvement and school functionality (Naicker, 2011, Schleicher, 2009, Samuels, 2008, Kinney, 2008, Olson, 2007).

Mr Xamu Luzi, the principal of Orange-Green Primary School had this to say on this issue:

> *I was a deputy principal at the time SADTU assisted me in inducting me so that when I get to the office [of the principal] I understand clearly my role as a principal. This assisted me in ensuring that my skills are sharpened and also in ensuring that when I am running the school I am running the school in a direction that will assist not only me but the entire society.*

This view was developed further by Mr Terry Mthazile the provincial union facilitator by saying:

> *I really feel that the union has got a very crucial role in ensuring that it breeds good leaders, good managers of schools. As I have indicated earlier on, one important factor for me to make our schools function is good leadership….*

A provincial union official, Mr Mandla Mvula, summarises the response to this question very well as he said:

> *A revolutionary union … plays two fundamental roles in the sector. The first one of those roles is to fight for the improvement of the conditions of workers in the sector. The other is to work with the Department so that we bring about school functionality and quality public education.*

From the participants' responses it would seem that leadership development of school principals constitute a 'cause and effect' situation in that empowered school leaders contribute to school functionality and quality public education. Principals with good leadership skills are able to maintain discipline in the school, to manage the curriculum and give direction to the school (Msila & Mtshali, 2013). Therefore, effective leadership development on a sustained basis is essential for a schooling system that desires high – quality teaching and learning levels (Sparks, 2009). Upon analysing documents from the

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union it also emerged from the minutes of the National Executive Committee of the 23-24 February 2012 that as part of creating functional schools, school managers and teachers should be trained in strategies for learner discipline. This was a decision of the National Executive Committee which was then translated into leadership development programmes of the union to ensure school functionality through learner discipline. Learner discipline in part is the measure of the quality of leadership of the school principal. Leadership development programmes, therefore, need to be job-embedded, organisational-embedded, and system-embedded processes that assist school leaders to fulfil their roles (Fullan, 2009). This means that leadership development of schools principals should form an integral part of the system of education. The system should be democratically orientated so that all stakeholders, teacher union included, should play a particular role in ensuring school effectiveness.

4.2.1.5 To entrench democratic leadership and management of schools and the union's social responsibility

SADTU as a union believes that democratic values such as transparency, involvement of all role players in schools on matters of management and governance will be achieved through its leadership development programmes. The responses from participants suggest that SADTU has a social responsibility to ensure that schools are democratically led and managed. They believe that all stakeholders in education must be involved in running the school and that only principals with well developed leadership skills will make it possible to realise a democratic system of education. Most of the participants mentioned that leadership development by SADTU ensures that everyone in the school is involved in what is happening. In order to ensure that everyone participates in the affairs of the school, school principals need to be developed on democratic principles and values. It seems that one of the reasons that SADTU engages in the leadership development of school principals is to instil democratic values in school leadership. SADTU believes that they are the champions of democracy hence they have a responsibility to democratise schools in order to achieve a democratic education system. They called this democratic system of education "peoples' education for peoples' power".

One provincial union official, Mr Mandla Mvula, had this to say:

> *From 1994 to date we are struggling with ensuring the democratic management of the [schooling] system. Therefore SADTU as the champion of democracy has a responsibility to ensure that democratic leadership and management is actually developed, in terms of system of the management.*

The social responsibility of SADTU as a trade union is further elaborated by the provincial union official, Miss Nomasonto Xulu who said,

> *as a responsible trade union SADTU takes it as its responsibility to develop its members but, it is guided by the understanding that the responsibility we have as a union is to ensure that we uplift the children of the working class... We know that we want to achieve peoples' education for peoples' power which means the realisation of democratic quality public education for the working class children...*

Mr Lekani Thweba the principal of Heavens Primary School had this to say about entrenching democratic values in schools:

> *Another thing that SADTU focuses on as an organisation is transparency in your management. The governing body of the school, the teachers in the school, the parents at large and everyone that is involved in the institution should know what is happening...*

Leadership development can not only improve teachers' skills of the trade but also encourages them to adopt certain new values and the world's views consistent with educational reform strategies (Biscia, 2000). This claim by Biscia (2000) corroborates with what was said by the provincial union officials and three other principals. They emphasised that the union has played a role in ensuring that there is democracy in the country and strive to ensure that schools are democratically managed. The democratic management of schools in my view means that school principals must be able to manage schools collaboratively with members of the school management teams. The idea of collective leadership and management has grown in South African schools (Naidu, Joubert, Mestry, Mosoge, & Ngcobo (2008). This notion is a shift from autocratic to shared leadership and management and distributed leadership (Naidu, *et*

al., 2008). In order to deepen and strengthen democratic management of schools, school principals need to develop strategies for teamwork, real-time professional learning, and system and school cultures that allow new ideas and practices to grow and flourish (Bascia, 2000).

4.2.2 Forms of learning teacher unions utilise in leadership development

Upon analysing the data the following themes emerged: meetings and seminars, leadership development workshops, mentoring and coaching and leadership societies emerged as the key methods used by the union in leadership development of school principals.

4.2.2.1 Meetings and seminars

All participants agreed that SADTU calls meetings and seminars for its members to identify and discuss areas of need for development. These meetings include general membership meetings, SMT meetings and meeting called specifically for principals.

The provincial union official, Mr. Mandla Mvula had this to say:

> *We have got SMT meetings which are called at the beginning of the year...we deal with challenges that they are having. We discuss and come up with suggestions and solutions to those particular challenges and weaknesses...*

Mr Nana Mbenye, the provincial union facilitator had this to say in supporting Mr Mandla Mvula:

> *When we plan, we plan the meeting with principals so that we know exactly their area of need. By so doing we will be able to know our intervention in terms of developing a programme for development for those school leaders. We also conduct leadership seminars where all leaders of schools should convene in one venue.*

SADTU principals who participated in the focus group interviews all agreed that the union called meetings to establish the needs for development of school principals who are members of the union.

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Mr Mahindra Kadir, the principal of Rose Secondary School had this to say:

> *SADTU also uses regular meetings. SADTU calls us to meetings where we discuss issues that are currently affecting us and our educators in the system...*

The provincial union facilitator Mr Terry Mthazile, summarises the method the union uses to establish what principals' area of need are and the unions methods of leadership development very well. He said:

> *They should not be passive participants. They should be actively involved in all deliberations... so it is not a method where we tell them. They tell us what to do. We share experiences and this has helped our facilitation a great deal.*

It also emerged from the secretariat report of the General Secretary of SADTU of 23-24 May 2013, pg. 34 that:

> *The Education Desk is currently discussing the development of the SMT programme with Nelson Mandela Metropolitan University. The Desk shared the research from the research unit, and that of SACE around cases of our principals and SMT's are involved in the past years and requested the university to develop a programme for SADTU SMT members taking into account the contextual factors but focusing on curriculum management and policies.*

It emerged that regular union meetings formed an important aspect of the methods used by the union to develop leadership in school principals. The union used these meetings to ascertain areas of need for development for school leaders. These meetings enabled the union to be in regular contact with union members who are school principals. The regular contact with school principals enabled the union to identify problem areas facing school leaders. This then enabled the union to plan the curriculum for its leadership development programmes for school principals who are members. These meetings also ensure that school principals are not just called to leadership development programmes that do not address their professional needs. These leadership development programmes may come in the form of workshops as one method used by the union. This method was also illustrated by Msila and Mtshali (2013) as they claim that in the similar study they conducted principals were called into workshop like sessions in which participants

suggested a number of strategies for teacher development. As a result a programme for professional development for principals was developed. This programme was informed by the needs identified by the participants who were all school principals (Msila & Mtshali, 2013).

4.2.2.2 Leadership development workshops

All participants were in agreement that the union conducts developmental workshops for school principals. These workshops are called to develop school principals in specific areas. The areas for development are identified by the principals themselves. Miss Nomasonto Xulu, a provincial union official had this to say:

> *We develop or we have focused workshops and focused programmes, like taking them through a workshop or programme on curriculum management. It becomes very important to have a principal that understands curriculum issues....*

In agreeing with this notion Mr Max Dillay, a provincial union facilitator of the union workshops, had the following to say:

> *What we did was, we invited them to various workshops. These workshops were focusing on specific areas of development identified by principals themselves.*

This view was further supported by Mr Mahindra Kadir, the principal of Rose Secondary School, who said:

> *In these workshops SADTU gave us the SMT handbook that involves all the different leadership skills... I attended the SMT workshop that was held at Coastlands. It was over two days.*

Workshops are used by the union as one of the methods for leadership development. In these workshops, school principals are not just passive participants but they are encouraged to actively participate. It emerged that these workshops are issue specific or are focused on specific management issue/s. These workshops are not dealing with generic issues but focus on a particular aspect such as curriculum management. Facilitators should be people who have experience in leading schools, as such people are seen to have deep understanding of leadership and management (Bush, 2009). This

aspect was mentioned by both the provincial union facilitators and school principals in the focus group. Bush (2009) also maintains that facilitation should be participant-centred learning, action learning and open learning. It emerged from participants that the union workshops respond to the needs of participants. Therefore leadership development workshops by the union are participant-centred. The aspect they focus on would have been identified during union meetings as need for development. In the workshops the union gives members some material to refer to later on. In order to ensure that what was learnt or discussed in the workshop is implemented in a sustainable manner, the union employs mentoring and coaching methods.

4.2.2.3 Mentoring and coaching

Mentoring and coaching emerged from eight participants' responses as a fundamental feature of leadership development by their union. Responses from the participants seemed to suggest that novice principals are paired with experienced principals who are expected to mentor and coach them. This allows school principals to continue to develop even after the workshops or meetings of the union have been completed. This creates some form of peer support and networking. Theoretically this is also what Wenger (2007) defined as a critical feature of Community of Practice. He points out that in pursuing their interests in the domain, members engage in joint discussion, help each other, and share information. They build relationship that enables them to learn from each other.

One provincial union facilitator had this to say:

> *We also have a programme which is called mentoring and coaching.*
> *Those principals who have good service or many years of service and*
> *have got experience of how to lead, how to administer and manage*
> *schools are recruited to assist those who are novices* (Mr Nana
> Mbenye, provincial union facilitator).

All principals in the focus group agreed that coaching and mentoring is one of the methods that are used by the union. It emerged from three principals that as part of mentoring and coaching they are linked to experienced school principals to mentor and coach them. In elaborating on mentoring and coaching, some principals had this to say:

We also have mentoring. I have been told who the experienced SADTU principals are. We confide in them, we phone them to assist us (Mr Mahindra Kadir, the principal of Rose Secondary School).

Mr Xamu Luzi, the principal of Orange-green primary school had this to say:
While mentoring is one of the methods that are used by SADTU it also helps especially when we are inducting newly appointed leaders or managers in the field.

In concurring with the other principals, the principal of Mroza Prevocational School, Mr Lula Zeshi had this to say:
Coaching has helped us very much. Only SADTU has come up with such programmes. I am not talking ill of the Department, but the Department appoints a candidate and then they don't come to assist in terms of coaching as to how to run an institution.

Mentoring and coaching emerged from the participants' responses as one of the methods that are used by the union. Leadership development of school principals by a teacher union is based on the experiences and sharing such experiences by members of the union practicing as school leaders as the programme is conducted by other practicing principals (Lave & Wenger, 1991). Naidu *et al.*, (2008) maintain that mentoring and coaching can be very powerful ways of ensuring continuous professional development, capitalising on the expertise and experiences of professionals already in the system. In the context of this study, novice principals will be paired with experienced principals for the purposes of mentoring and coaching. The programme itself is a culmination of different experiences of principals of schools who are either leaders or members of the union. This is also supported by Naicker (2011) who asserts that school principals continue to communicate even when they are away from learning centres in order to 'bounce ideas off them'. This means that development and learning is reciprocal and the impetus comes from both sides (Naidu *et al.*, 2008).

4.2.2.4 Leadership Societies
It emerged from the responses of some of the participants that the union has formed leadership societies that ensure continuous support and development of principals.

We have also formulated committees. We have school management committees... where we believe that issues of networking amongst managers themselves becomes more critical because the notion of each one teach one works better... (Mr Sani Siyadla, provincial union official).

Mr Brandon Ndashu, provincial union facilitator, had this to say:
We have also established teams where we say to our principals they must on a regular basis meet, for example, fortnightly to discuss challenges that they face in schools.

In agreeing with the union officials one school principal had the following to say:
We have the idea of leadership societies where we sit as principals and through our common experiences we disseminate information to other principals (Mr Mahindra Kadir, the principal of Rose Secondary School).

This method of leadership development is in line with what Lave and Wenger (1991) call 'communities of practice'. This is a situated learning model which proposes that learning involves a process of engagement in a 'community of practice'. Communities of practice are groups of people who share a concern or a passion for something they do and learn on how to do it better as they interact with each other regularly (Wenger, 2006). Lave and Wenger claim that communities of practices are everywhere and that people are generally involved in a number of them – whether at work, school, home or in our civic and leisure interest interactions (Smith, 2009).

The General Secretary of SADTU said:
… the guidelines of Professional Learning Communities encourages teachers to turn their households, schools, and school clusters into professional development spaces.

The different locations of these communities of practice enable them to have different characteristics and shapes. Some participants referred to these 'communities of practice' as committees or teams or clusters or societies. Although the participants referred to these 'communities of practice' by different names, the purposes however is the same.

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The purpose is leadership development of school principals. Furthermore in the SADTU Curtis Nkondo Professional Development Institute magazine the establishment of Professional Learning Communities is encouraged and is explained as:

> *…group of teachers and officials from the same school or from different schools in a cluster who regularly work together in an ongoing and structured way around collectively decided development activities* (SCNPDI, 2013, pg. 21).

Theoretically these Professional Leadership Communities they are not just club of friends. These are formed by people with identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people (Wenger, 2007). In this case it is the membership of school principal with shared vision to improve on their school leadership and therefore improve school functionality and learner attainment. Therefore Professional Learning Communities ensure the continuous leadership development of school principals. Sparks (2009) maintain that most leadership development occurs as leaders engage with their peers in the core tasks of their work. This means that Professional Learning Communities plays a vital role in leadership development of school principals as a method. All the participants agreed that SADTU's leadership development has a positive impact on the practice of school principals who had gone through union's programmes.

4.2.3 Impact of leadership development of school principals on practice

I also sought to solicit if the leadership development programmes by the union has any impact on the practice of school principals who have gone through such programmes. All participants agreed that indeed such programmes have an observable impact on the practice of school principals. Although a number of examples were given to illustrate the positive impact these leadership development programmes have on the school principals' practice some emerged as key. The evidence of improvement in learner performance, (matric results and Annual National Assessment), improvement in school financial management, general discipline and school functionality emerged as the key themes during data analysis of the participants' responses.

4.2.3.1 Improvement in learner performance

All participants agreed that leadership development by their union had a positive impact on the practice of school principals. Improved learner performance in some schools was cited as evidence to that effect. Participants cited improved matric and ANA results in schools headed by SADTU principals. They believed that had it not been for these leadership development programmes, results in their school would have not improved. One provincial union official of SADTU had this to say on the matter:

> *We set targets per school. We have a number of SADTU led schools. … Adams College for example, you can mention Isolemba that had just had a SADTU principal and has changed that school within a short span of time from scoring a low 30% and below into scoring about 80%.* (Mr Mandla Mvula, provincial union Official).

The provincial union leadership development facilitators strongly believed that these leadership development programmes have had a huge impact, not only on the leadership practice of school principals but it is also evident on learner performance. This belief by provincial union leadership development programmes emerged because learner performance, in South Africa, is being used as a measure for principals' improved practice or lack thereof.

One provincial union leadership development facilitator had this to say as a way of illustration of the improvement observed in the practice of school principals:

> *So I think we are doing quite well now. We pride ourselves as the union that we are now achieving 70% in KwaZulu-Natal. We come from 53% so those milestones that we set ourselves I think it cannot be taken away from us because as the union we are committed to professional duty.* (Mr Nana Mbenye, provincial union facilitator).

In agreeing with both union officials and facilitators one school principal said:

> *It has also helped in terms of improving matric results because initially when I became a principal there was no vision, no mission statement, there were no goals for the school. We set goals. For the year we were able to improve matric results. We obtained 95%.* (Mr Zabalaza Zibi principal of Umbuso High School).

It emerged during the responses from all participants that leadership development of school principals in SADTU managed schools is improving. The union set targets for schools managed by its members. The union is satisfied that matric results improved as a result of its commitment to leadership development of school principals amongst other things. The improved matric or ANA results are an indication of the impact leadership development programmes has on school principals' practice. This is so because such results are used by society and the Department of Basic Education as a measure of whether the school principal has good leadership skills or not. This view supports what Msila and Mtshali (2013) as an empirical link between school leadership and improved learner achievement. Bush, Kiggundu and Moorosi (2011) also claim that there is emerging evidence that high quality leadership makes a significant difference to school improvement and learning outcomes. Huber (2004) as cited in Bush, Kiggundu and Moorosi (2011) takes the claim further as he argues that failure often correlates with inadequate school leadership. Given what the participants said and what the literature is saying I conclude that strong leadership translate to improved results. One other area used to measure impact of leadership development programmes on school principal's practice is the ability to lead in the managing of school financial resources.

4.2.3.2 Improvement of financial management

Improved financial management emerged as a key theme from the responses given by school principals themselves. Out of six principals four were emphatic on how these leadership development workshops had assisted them to be better financial managers. This is what Mr Mahindra Kadir, principal of Rose Secondary School had to say:

> *… I took over the school that was financially in a state where they were having meetings with parents talking about closure of the school. … you can come and look at my bank balance and progress that we have made on infrastructure.…*

Another principal had this to say:

> *You find that an institution has had a stable governing body and the financial matters were never visited but I have been able to capacitate the governing body in terms of the usage of school funds.…*(Mr Lula Zeshi, principal of Mroza Prevocational School).

In supporting this view Mr Zabalaza Zibi, the principal of Umbuso High School had this to say:

> *… on the issue of handling finances of the school, I once attended a SADTU financial management workshop In that workshop I gained a lot of information and knowledge….so now I can be able to handle R 785 000 which is allocated to my school every year* (Mr Zabalaza Zibi, principal of Umbuso High School).

Financial management is one of the very important responsibilities of the school principal. Lack of good financial management abilities from the school principal may have adverse consequences in the practice as principal. This was evident from the discussions and the responses of the principals in the focus group. Their responses illustrated that the union leadership development programmes had a positive impact on their practice as school leaders as far as the management of finances is concern. This is emphasised by Naidu *et al.*, (2008) as they assert that it is fundamental for school leaders to be prepared and equipped with financial skills and competencies that would enable them to be responsible and accountable for school funds. Good financial management has amongst other things a direct impact in the general functionality of schools.

4.2.3.3 General functionality of schools

Responding to a question on what impact leadership development by their teacher union has on the practice of school principals, general school functionality emerged as one of the key features. Officials and facilitators were all of the view that these leadership development programmes assist principals in practice to create general school functionality.

One union official had this to say:

> *I can take you to visit some schools where leaders are SADTU members.… Schools have good human relations, good working relations….performance is very good… our members who are principals are succeeding.…* (Miss Nomasonto Xulu, Provincial union official).

All six principals were, in many different ways, sharing a similar view with union officials and facilitators in that leadership development programmes by the union, translate to improved general functionality of schools.

One principal, Mr Xamu Luzi, the principal of Orange-green primary school had this to say:

> *… I am one of those principals who came to a school wherein there was a problem of discipline. When you are talking about discipline it involves educators and learners.… But with the strategies and the induction workshops that were run by SADTU leaders and facilitators it assisted me a lot…*

In sharing the same view about school functionality, Mr Lekani Thweba, the principal of Heavens Primary School had this to say:

> *…when I came to my school everybody was saying to me 'you are going to encounter problems there because the staff is chaotic, there is in-fighting … but within three months of my arrival in the school I could see the difference… I am a living example of how these SADTU programmes helped in improving the situation in schools…*

It emerged from the responses that leadership development of school principals leads to general school functionality. Some principals had attended leadership development workshop as Deputy Principals. When these members were subsequently appointed as school principals they managed to bring to order schools that had been wanting in terms school functionality. According to Thurlow, Bush and Coleman (2003) school functionality means that the education of learners is promoted in a proper manner and in accordance with approved policies. They were appointed to schools with no discipline, but because of the union's leadership development programmes they managed to bring general functionality to such schools. Both local and international literature seems to concur with what the participant said. School leadership development is an important tool to fight underperformance in schools as well as for school improvement and school functionality (Naicker, 2011, Schleicher, 2009, Samuels, 2008, Kinney, 2008, Olson, 2007).

4.2.3.4 Principal's personal and professional growth

In as much as both the union officials and facilitators of the union leadership development programme held the view that the union programme led to personal growth of their members, in general, I chose to focus on principals as school leaders. Principals as direct recipients of union leadership programmes were all of the view that these union programmes had led to their personal growth as individuals. This has assisted them a lot to improve their practice as school leaders.

One school principal had this to say on this issue:

> *I would say personally it gave me lots of growth and intuition. Now that I have got to the position of being a principal of a school I am implementing lots of those things. It definitely has improved my management style and it has facilitated my organisational ability* (Mr Max Dillay, Provincial union facilitator).

One other principal had this to say:

> *… SADTU has made us as SADTU managers world class learners. I never got to know exactly what is strategic planning but through SADTU programmes we were taken through on the processes of strategic planning.…* (Miss Xenox Mosi, principal of Idols Secondary School).

In agreement with other principals in the focus group Mr Xamu Luzi, principal of Orange-green Primary School had this to say:

> *One other critical aspect where SADTU assisted me is running of meetings. How to conduct a staff meeting because in the meeting is where you need to demonstrate maturity. It's where you can build or destroy the school…*

It emerged that professional development programmes also contribute to personal growth of individual school principals. Most participants expressed that leadership development programmes by SADTU have made them better individuals. Msani and Mtshali (2013) postulate that professional development activities are about raising awareness about one's self. They further argue that self-aware leaders spend time in

self-reflection. Aspiring and practising principals need to engage in serious introspection and reflection on the kind of leaders they are, their strength and shortcoming as leaders, the values they espouse and uphold, their goals and vision (Msani &Mtshali, 2013). Sparks (2009) also asserts that leadership development focuses on what school leaders understand, say and do each day. It literally changes the brains of leaders as they acquire new belief, deepen their understanding of important subjects and develop new habits (Sparks, 2009).

4.3 Chapter summary

In this chapter I have presented and discussed the findings with regard to the role of one teacher union, SADTU in the leadership development of school principals. The collected data were analysed with a view to respond to the critical questions of the study. In responding to these critical questions the analysis of data was done by looking at common themes and sub-themes that emerged from the responses of participants. It emerged from the responses of the participants that indeed teacher unions should play this critical role of leadership development of school principals. In the next chapter, the presentation of the summary of the study, conclusions and recommendations will be discussed.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with the presentation, findings and discussion of the data. This chapter presents the summary of the study and conclusions that emanate from the findings related to my key research questions. I will then present pertinent recommendations based on the findings.

5.2 Summary of the study

Chapter one presented the background and the orientation to the study. I explained the reasons and justification as to why this research topic is an area of interest. The focus of the study was leadership development of school principals. The study was based on the case of one teacher union. The motivation for the study is rooted in my experiences both as a school principal and a member of a teacher union. I was motivated by the lack of publicity on the role that is played by teacher unions in the leadership development of school principals. This lack of public knowledge of the positive role played by teacher unions has emphasised one side of the role of teacher unions. It has put more emphasis on the strikes and the fight for improvement of teacher rights and work conditions by teacher unions.

I have provided a rationale and motivation as to why this study is necessary in the South African context. The lack of effective leadership in South African schools has dominated public discourse as the reason for poor learner achievement and dysfunctional schools. In as much as a lack of leadership development has been identified as the cause for dysfunctional schools there seem to be a lack of deliberate leadership development programmes or pre-service requirements for school principals. The aim of the study was therefore to examine the role played by SADTU as a teacher union in developing school principals. I generated three research questions to guide my study. The three questions were:

- Why should teacher unions involve themselves in leadership development of school principals?

- How do teacher unions engage in leadership development of school principals?

- What impact does leadership development of school principals by teacher unions have on the practice of principals?

In chapter two, I discussed the theoretical framework underpinning the study. The study is underpinned by Community of Practice Theory. I also reviewed related literature. To make readers understand the basis for a case study of a teacher union on leadership development of school principals, public views about teacher unions were discussed. This chapter draws literature from academic authors in the field of leadership and professional development both internationally and in South Africa. Most of the literature was about leadership and professional development, generally and specifically by teacher unions and federations. I explicitly reviewed the methods used by teacher unions and educational departments in leadership development of school principals. I discussed leadership development of school principals in South Africa. This review has presented gaps in literature and programmes offered by the DoBE on leadership development of school principals. These gaps are that both the literature and the programmes offered by the DoBE do not recognise the role played or that could be played by teacher unions in the leadership development of school principals.

Chapter three outlined the research design and methodology used in the study. The study adopted qualitative approach and employed a case study research methodology. The case study of SADTU was undertaken as I wanted to gain more insight of the role played, or lack thereof, by teacher unions in leadership development of school principals. The study adopted the interpretivist paradigm. This paradigm was deemed necessary because the study sought to understand the phenomenon of leadership development by teacher unions. The case study was conducted through focus group and semi-structured interviews. Using semi-structured interviews enabled me to probe more insight from the issues that were investigated. The semi-structured personal interviews were conducted with three officials and four provincial leadership development programmes facilitators of SADTU. The focus group interviews were conducted with seven school principals who are members of SADTU and have attended leadership development programmes for principals conducted by SADTU. The study also involved

document analysis. This included minutes of meetings, reports and publications of SADTU.

In chapter four, I focused on the presentation of findings and discussion of data generated from the semi-structured and focus group interviews and document analysis. The data was presented through themes that emerged during data analysis. Some of the key findings were:

- Abdication of responsibility by the Department Basic Education,
- The strategic positioning of teacher unions (SADTU) to conduct leadership development of school principals,
- Minimisation of disputes and creation of labour peace in education,
- Improvement of school functionality and of the quality of public education in schools,
- Entrenchment of democratic management in schools and the union's social responsibility,
- Meetings and seminars, leadership development workshops, mentoring and coaching and leadership societies emerged as the key methods used by the union in leadership development of school principals,
- The evidence of improvement of learner performance, matric results and Annual National Assessment (ANA),
- Improvement of school financial management, general discipline and school functionality emerged as the key themes during data analysis of the participants' responses.

5.3 Conclusions

After a careful analysis and consideration of the finding of the study, certain clear conclusions within the context of the aims and objectives of the study and the key research questions emerged.

5.3.1 Involvement of teacher unions in leadership development of school principals

The involvement of teacher unions in leadership development of school principals is important in order to mitigate the gaps created by the abdication of responsibility by the

Department of Basic Education. Moreover teacher unions are close to their members because they interact with them on a regular basis and therefore understand the challenges facing their members who are school principals. The union has an obligation to service its members including those who are school principals because it minimises labour disputes at the level of schools. This assists the union to minimise the number of labour disputes between its members and principals in schools. This effectively translates to fewer disputes that the union has to attend to. Leadership development of school principals enables the union to instil democratic values of school management. School functionality is improved through leadership development of school principals by the union.

5.3.2 Methods teacher unions engage in the leadership development of school principals

The union, SADTU, does not unilaterally decide on leadership development programmes. Meetings and seminars are used by the union to identify areas of need for development. School principals through these meetings and seminars inform the union of areas that they need to be developed on. Principals appreciate this method as against that of the DoBE who adopts top-down method of leadership development having established what their areas of need for development are.

Workshops are appreciated by both participants and facilitators as they are used as a two way kind of learning. Participants are not passive. They share their experiences and therefore learn from each other.

Leadership development by SADTU is not an event, but a process. This conclusion is based on the fact that they have mentoring and coaching programmes that continue after their leadership development programmes. Novice principals are paired with experienced principals. They also have what they call leadership societies. These leadership societies are tantamount to communities of practice. These leadership societies ensure that there is continuous learning among school principals through their continued interactions.

5.3.3 The impact leadership development of school principals by teacher unions on the practice of school principals

Leadership development is of paramount importance for improvement of learner performance. Good school leadership is as important as a good teacher in the classroom. School principals with sound leadership skills influence high performance at the level of the classroom. There is an empirical link between school leadership and improved learner achievement (Bush, Kiggundu and Moorosi, 2011). Good leadership translates into improved governance and administration of schools. It improves school aspects such as financial management, both learner and teacher discipline and human relations in the school. Dysfunctional schools are caused by poor school leadership hence school principals with sound leadership skills are fundamental for the achievement of improved general functionality of schools in South Africa. Personal and individual professional growth of the school principal is important for their practice if they are to succeed.

5.4 Recommendations

Based on the above conclusions the following recommendations are made.

5.4.1 Recommendation one

The Department of Basic Education must form partnership with teacher unions and form collaborations with Institutions of Higher Learning on issues of leadership development of school principals. This will assist both the Department of Basic Education and the unions. The Department of Basic Education will be assisted by knowing exactly what areas school principals need development in. On the other hand teacher unions may get their leadership development programmes funded by the Department of Basic Education.

5.4.2 Recommendation two

The Department of Basic Education working together with teacher unions and in collaboration with Institutions of Higher Learning and expertise on particular fields of the study must develop a pre-service programme for all teachers who aspire to be school principals. This programme may include under-studying of experienced school principals by teachers who aspire to become school principals in future. It may not be a

formal qualification but certificated with a portfolio of evidence valid for a certain period of time as evidence of having gone through the programme. The reason this certificate must be valid for a specified period of time is because policies change and re-training may be necessary. These teachers will form a pool of people that can apply in the event a principal's post becomes available.

5.4.3   Recommendation three

The Department of Basic Education must subsidise leadership development programmes of school principals conducted by teacher unions. Teacher union programmes subsidised by Department should be approved or accredited by South African Council for Educators (SACE) and South African Qualifications Authority (SAQA). This will assist in the standardisation and quality of such leadership development programmes for school principals.

5.4.4   Recommendation four

Serving school principals to undergo regular leadership development by attending programmes conducted jointly by Department of Basic Education, teacher unions, Institutions of Higher Learning and other private leadership development service providers.

5.4.5   Recommendation five

Leadership societies or professional learning communities must be encouraged for all school principals in the same radius and context. This will assist school principals who are in the same vicinity to share their experiences. This can assist in ensuring that schools in the same vicinity are managed effectively.

5.4.6 Recommendation six

More studies on the role that can be played by teacher unions in both leadership and professional development of school principals should be conducted. This will assist to demystify the negative perceptions of teacher unions by the public.

5.5 Chapter Summary

This chapter has provided the summary of the study and conclusions. This chapter concludes by making relevant recommendations based on the findings and conclusions drawn in this study.

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APPENDIX A

**South African Democratic Teachers' Union
(SADTU)**

Matthew Goniwe House
49 Gonil Street
(cnr Marshall street)
Johannesburg
2000

PO Box 4401
Johannesburg
Tel: 011 334 4890
Fax: 011 334 1893/337-898

28ᵗʰ October 2012

To: Mr. Lucky Cele

Re: YOUR REQUEST TO CONDUCT RESEARCH IN THE NAME OF SADTU

Dear Sir:

We hereby acknowledge receipt of your request to conduct research in the name of SADTU for your Master's degree under the title "Leadership development of school principals: a case study of the role played by one teacher union".

Kindly be advised that permission is granted to conduct such research in this regard and the name of the organization may be used accordingly.

Hoping you will find this in order.

Yours Sincerely,

M.J. MALULEKE
GENERAL SECRETARY

APPENDIX B
(PERMISSION LETTER TO THE GENERAL SECRETARY OF SADTU)

<div align="right">

W927 Umlazi Township

Plot no. 8 Amawele Circle

P. O. Umlazi

4031

</div>

TO: The General Secretary

    Mr. M. J. Maluleke

    South African Democratic Teachers Union

    Mathew Goniwe House

    Bramfontein, Johannesburg

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Lucky Goodman Cele. Currently, I am a masters student in Education Leadership, Management and Policy at the University of KwaZulu-Natal, Edgewood campus. In order to fulfil my degree requirements I am required to conduct research. I have sought the necessary permission from the University of KwaZulu-Natal to conduct my research (see the attached copy). The title of my study is **"Leadership development of school principals: A case study of the role played by one teacher union".** I have decided to locate my study on the role that is played by South African Democratic Teachers' Union (SADTU) in the Province of KwaZulu-Natal. I therefore hereby intend soliciting your permission to conduct this study with your union. The permission sought includes permission to interview leaders of SADTU, members of SADTU who are school principals and facilitators of your leadership development programmes of school principals.

The study will only focus on the programme that deals with leadership development of school principals. School principals are identified as a particular membership category within SADTU. The study will seek to establish the reasons why should teacher unions involve themselves in leadership development of school principals. Further, it will also

explore how teacher unions engage in leadership development of school principals and the impact their development has on their practice.

For further information on this study, please be at liberty to contact my supervisor, Dr. Inba Naicker, who can be contacted on (tel) 031 260 3461 or at (email) naickeri@ukzn.ac.za. at the school of Education and Management at UKZN.

My contact details are: Cell: 082 611 7025, Work Tel: 031 469 0234, email: lucky.cele@yahoo.com.

Your positive response in this regard will be appreciated.

Thanking you in advance.

Yours Faithfully

_____

Mr. L. G. Cele

(LETTER FOR EACH PARTICIPANT)

W927 Umlazi Township

Plot no. 8 Amawele Circle

P. O. Umlazi

4031

TO: The Participant

Dear Sir

RE: CONSENT LETTER TO PARTICIPATE IN THE RESEARCH

My name is Lucky Goodman Cele. Currently I am a masters student in Education Leadership, Management and Policy at the University of KwaZulu-Natal, Edgewood campus. In order to fulfil my degree requirements I am required to conduct research. I have sought the necessary permission from the University of KwaZulu-Natal to conduct my research (see the attached copy). The title of my study is **"Leadership development of school principals: A case study of the role played by one teacher union".** I have decided to locate my study on the role that is played by South African Democratic Teachers' Union (SADTU) in the Province of KwaZulu-Natal. I therefore hereby intend soliciting your participation in this study. You were identified to participate in this study because you directly or indirectly participated in leadership development of school principals' programme/s conducted by SADTU. Participation in this study entails one on one and focus group interviews.

For further information on this study, please be at liberty to contact my supervisor, Dr. Inba Naicker, who can be contacted on (tel) 031 260 3461 or at (email) naickeri@ukzn.ac.za. at the faculty of Education and Management at UKZN.

My contact details are: Cell: 082 611 7025, Work Tel: 031 469 0234, email: lucky.cele@yahoo.com.

During the study you will be requested to participate in either personal interviews and/or focus group interviews. Interviews will involve semi-structured questions. You will only respond to questions that you feel comfortable to respond to. Each interview will take about 30 minutes. As the study is not being funded you will be requested to participate on voluntary basis. A taping device will be used during the study to ensure that data collected is a true version of the interviews. The electronic transcript will be used to validate notes that would have been taken during the interviews.

In order to ensure confidentiality and/or anonymity participants will be given pseudo-names in the final product of the study.

Should you agree to participate in the study you will be guaranteed all your rights as a participant which will include *inter alia* the following:

- The right to withdraw from the study at any point should you feel uncomfortable or for any other reason,
- To remain anonymous in the final product of the study,
- Not to participate in the study without any prejudice.

Your positive response in this regard is high anticipated.

Thanking you in advance.

Yours Faithfully

_____

Mr. L. G. Cele

APPENDIX D

DECLARATION BY THE PARTICIPANT

I……………………………………………………………… (full names of participant) hereby confirm that I have been informed about the nature, purpose and procedure for the study: **Leadership development of school principals: A case of a teacher union.**

I have also received, read and understood the written information about the study. I understood everything that was explained to me and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

………………………………   ……………………
Signature of participant   **Date**

I thank you in advance

Mr Lucky G. Cele

APPENDIX E

FOCUS GROUP INTERVIEW SCHEDULE: SCHOOL PRINCIPALS

1. **Biographic information of facilitators**

    1.1 Age:

    _____

    1.2 Gender:

    _____

    1.3 Educational Qualifications:

    _____

    1.4 Work experience (number of years involved in education, positioned held, etc.):

    _____

    _____

    _____

    _____

    _____

2. **Involvement of teacher unions in leadership development of school principals.**
    Do you feel that your union should play a role in your leadership development as a school principal? Elaborate.

3. **Methods of leadership development**
    Tell me what methods are used by your union in developing you as a school leader? Explain.

4. **Impact of Leadership development**
    How has the leadership development presented by your union improved your practice as principal?

APPENDIX F

INTERVIEW SCHEDULE: UNION OFFICIALS

1. **Biographic information of union officials.**
   1.1 Age:_____

   1.2 Gender:_____

   1.3 Educational Qualifications:
   _____
   _____
   _____
   _____
   _____

   1.4 Work experience (number of years involved in education, positioned held, etc.):_____
   _____
   _____
   _____
   _____

2. **Involvement of teacher unions in leadership development of school principals.**

   Do you feel that your union should play a role in leadership development of school principals? Elaborate.

3. **Methods of leadership development.**

   Tell me what methods are used by your union in developing school leadership. Explain.

4. **Impact of leadership development.**

   How has leadership development programme presented by your union improved practice of school leadership who are your members?

APPENDIX G

INTERVIEW SCHEDULE: UNION LEADERSHIP DEVELOPMENT PROGRAMME FACILITATORS

1. **Biographic information of union leadership development programme facilitators.**
   1.1 Age:_____

   1.2 Gender:_____

   1.3 Educational Qualifications:

   _____
   _____
   _____
   _____
   _____

   1.4 Work experience (number of years involved in education, positioned held, etc.):_____

   _____
   _____
   _____
   _____

2. **Involvement of teacher unions in leadership development of school principals.**

   Do you feel that your union should play a role in leadership development of school principals? Elaborate.

3. **Methods of leadership development.**

   Tell me what methods are used by your union in developing school leadership. Explain.

4. **Impact of leadership development.**

   How has leadership development programme presented by your union improved practice of school leadership who are your members?

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Goodman Cele

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[CHAPTER ONE BACKGROUND AND ORIENTATION TO THIS STUDY 1.1

LANGUAGE CLEARANCE CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
vyetenkeee@telkomsa.net

Dr Saths Govender

9 DECEMBER 2013

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

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

'LEADERSHIP DEVELOPMENT OF SCHOOL PRINCIPALS: A CASE STUDY OF THE ROLE PLAYED BY ONE TEACHER UNION' by L.G.M. Cele.

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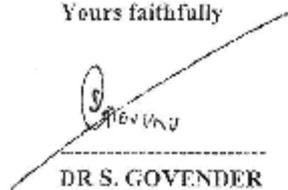
DR S. GOVENDER
B Faed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.

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