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**Exploring the leadership journey as a novice principal: A
multiple case study of six Primary School Principals in the Harry
Gwala District**

By

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A dissertation submitted in partial fulfilment of the requirements for the degree of
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SUPERVISOR'S STATEMENT

This dissertation has been submitted with/ without my approval.

Professor V. Chikoko. _____

Date: _____

DECLARATION OF ORIGINALITY

I,, hereby declare that this dissertation is my work and does not contain any materials which have been submitted before for any degree in any institution.

Use of any published material has been dully acknowledged.

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DEDICATION

I dedicate this dissertation to my father, mother, sister and fiancé who have supported and encouraged me throughout this journey. Your unwavering faith in me has assisted me in achieving this milestone. Thank you for believing in me.

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Luke 1:45- “Blessed is she who has believed that the Lord would fulfil His every promise to her”. I am thankful to my Lord and Saviour Jesus Christ for carrying me throughout this journey; had it not been for Him this dream would have not been possible.

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ABSTARCT

The purpose of the study was to explore the leadership journey of six novice principals within the Harry Gwala District. The study aimed to address, *what do novice primary school principals perceive and experience their leadership and management roles to be?* Two sub-research questions were utilised to unpack the main research question, *what do novice school principals perceive to be their leadership role and how do primary school novice principals experience their leadership roles?* The study was guided by Karl Weick's Sensemaking Theory and Ronald Heifetz's Adaptive Leadership Theory. The study was located within the interpretive paradigm. In addition, the multiple case study research method was used as it allowed for the selection of more than one case that shared a common characteristic. I generated data by using semi-structured interviews which were then analysed using the thematic analysis method. The findings revealed that novice principals were still in their learning phases, and they had different perspectives of their roles. In addition, findings also found that novice principals experience challenges which restricted their leadership role. They also required training and support in their new journey, however they found some survival strategies that assisted them.

Key words: Novice principals, leadership journey, experience, perspective, leadership and management.

LIST OF ABBREVIATIONS/ACRONYMS

ACE	Advance Certificate in Education
AdvDip SLM	Advanced Diploma in School Leadership and Management
CEM	Council of Education Ministers
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EHP	Early Headship Programmes
EU	European Union
IPS	Imbali Primary School
ICT	Information and Communication Technology
LPS	Landwood Primary School
NDP	National Development Plan
OMPS	Old Market Primary School
PQP	Principal's Qualification Programme
QMS	Quality Management Systems
RPS	Riverside Primary School
SGB	School Governing Bodies
SMT	School Management Teams
SA	South Africa
SASSL	South African Standard for School Leadership
SPS	Sunfield Primary School
SASA	The South African Schools Act
US	United States
XPS	Xolaxola Primary School

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CHAPTER ONE

SETTING THE SCENE

1.1 Introduction

Bennis (1989, p.123) states that “leadership is like beauty- hard to define but you know it when you see it”. In addition, Sewchurran (2020) asserts that leadership is not born with a person but is made through their experience. The results of that are shown through the success of an organisation. Chapter one introduces the reader to the study. The study was aimed at studying South African novice primary school principals’ leadership and management experiences during their first three years in the job. The chapter is introduced by discussing the background and the problem statement. This is then followed by the research questions and the significance of the study. Next briefly discussed are the delimitations and the key concepts of the study and lastly, I present an outline of the study research report.

1.2 Background to the study

The school principalship position consists of authority, power, influence, and decision-making. Cheney et al. (2010) and Hausiku (2015) explain that in order to enhance learner capabilities, the main focus should be the growth and training of the principal, however, there is a lack of schools for the principalship position in South Africa. Instead, the teaching field produces leaders who desire the principalship position. After an appointment process, the individual is titled a leader and manager of the school. Early in their appointment during their first to third years, these individuals are considered novice principals (Bodger, 2011; Harman et al., 2013; Jeap, 2013; Meigs, 2008). Despite the minimum knowledge and experience in the position, novice principals are expected to exercise their authority and make decisions. However, Best (2006) asserts that it is essential for novice principals to be both knowledgeable and skilled, as this enables them to lead and manage schools effectively.

In many countries all over the world, support programmes prepare principals and introduce principals to Early Headship programmes (EHP) (Rhodes et al., 2009). Furthermore, in Canada, aspiring principals must complete a Principal's Qualification Programme (PQP) before they are appointed to the post. (Bush & Jackson, 2002). However, in South Africa, this

is not compulsory. Many principals are appointed to new positions without or with very few support programmes. Studies by Bush and Oduro (2006) and Heystek (2016) show that many novice principals in South Africa lack key leadership and management skills. In addition, many educators believe that when they complete their Bachelor of Education Degree, they are ready for the journey of principalship. Thus, South Africa has a lack of formal education concerning the appointment of a principal. Principals are selected on their teaching experience only, which can create a lot of frustration, feelings of uncertainty, and an inability to cope with the position (Bush et al., 2011).

In 2015 the South African Standard for School Leadership (SASSL) was approved by the Council of Education Ministers (CEM). Thereafter, the policy was submitted to the Performance Monitoring and Evaluation unit of the Presidency for a Socio-Economic Impact Assessment and Quality Assessment which was followed by the Gazette No 39827 on the 18th of March 2016. The gazette aimed to provide a detailed role of a school principal, establish what is expected of a principal, and acknowledge the eight key areas of the role of a school principal (Moloi, 2007).

Sullivan (2013, p.31) states that this policy:

“Indicates the need for an altered set of knowledge, skills, and proficiency for school leadership, away from the restricted apartheid system and towards a more active, engaged role in securing developmental outcomes and accounting upwards to governing and outwards governing bodies.”

Ezeonwuachusi (2020) notes that this new policy established additional pathways for leadership development between school principals. The existence of a variety of different developmental approaches and the establishment of the Advance Certificate in Education (ACE) was focused at enhancing leadership and management skills for novice principals and the rest of the School Management Teams (SMT). Despite these efforts, the expected outcomes in the performance of school principals were not observed in most schools (Bush et al., 2011; Walker, 2017). Furthermore, the programme could only enrol a limited number of desired candidates. The new Qualification Framework and the National Development Plan (NDP) have requested for a review of the ACE qualification as it is no longer utilised with the new policy requirements. This has led to the formulation of a new qualification, the Advanced Diploma in

School Leadership and Management (AdvDipSLM), a qualification that is aligned with the National Qualifications Framework and is expected to take forward the NDP vision for 2030 which is improving human resources in the education system and school management (Department of Basic Education, 2018). The purpose of the AdvDip (SLM) is to provide a structured learning pathway for current and aspiring principals. Even though the AdvDip (SLM) would be beneficial for principals, it is not yet a requirement for a principal who desires this title. Thus, inexperienced and unqualified individuals can still enter the position of principalship. This can result in schools being led by individuals that have minimum knowledge about the position.

1.3 Statement of the problem

Studies on educational leadership and management illustrate that school principals are the main component to the school's success (Bhengu & Mkhize, 2018) Nonetheless, this does not diminish the fact that a principal may be unable to lead a school effectively on their own (Le Fevre & Robinson, 2015). Instead, Naicker et al. (2016) support the idea of leadership as a broad phenomenon that recognises the importance of other stakeholders in the leadership of the school. Even though leadership as a whole requires other stakeholders, the creation of an environment that allows for such leadership depends on principals whom Hallinger and Murphy, (1985) call culture builders in schools. In a schooling environment, a principal is known as an individual who may or may not create a culture that allows for open participation and the interaction of other stakeholders (Bhengu & Myende, 2016). Either way school principals are the key resources for the success of a school.

Many schools that are managed poorly are led by inexperienced principals who tend to leave their schools within a few years of their appointment (Dematthews et al., 2021). In addition, there is a great concern for novice principals' burnout and how they cope with the personal, social, and organisational aspects of their job. O'Doherty and Ovando (2013) have highlighted how novice principals often face challenges stemming from the legacy left by their predecessors. In addition, Walker and Qian, (2006, p. 297) likened serving as a novice principal to "balancing on the top of a greasy pole" given the "slippery, sliding and uncertainty".

The job title as a novice principal in South Africa comes with a variety of different challenges. Firstly, insufficient formal training to comprehend and take on the opportunity that is offered to them (Bush et al., 2011). Secondly, working with a variety of stakeholders with differing

demands (Myende & Maifala, 2020), for example, school governing bodies (SGB) may be important stakeholders however, they cannot sometimes perform their tasks (Mestry, 2018). The third challenge consists of the environmental realities of South African schools; most of the principals are required to work in classrooms with a lack of basic infrastructure and resources, large classes, social ills, and increased responsibility over results and performance (Myende & Maifala, 2020). Of all the challenges mentioned, the most important is that if schools in South Africa are not managed properly by well-skilled principals, it can result in underperforming schools. This is supported by the report on leadership of principals by the Wallace Foundation (2013), which indicates that if the government wants learner improvement and successful school functionality much emphasis needs to be put in place on the preparation and training of novice school principals.

In Sweden, the change into the principalship position is known as a very difficult process (Arar, 2018; Crow, 2006) as the induction requires 'role-making' through professional and organisational interaction (Bush, 2018; Crow, 2006). Professional interaction is known as the initial preparation which is done in the form of preparation programmes whereas organisational interaction is known as getting to know principalship in a practice setting (Crow, 2006). For the connection of professional and organisational interaction to take place, learning needs to take place not only in the programme but also in practice. According to Beatty and Manning-Ouellette (2022), experiences might be powerful in encouraging leadership identity development. In addition, Wenger, (1998) claims that experience needs to be connected to capability for learning to take place. However, there are only a few studies that illustrates principals' abilities and professional backgrounds with regard to their leadership experience (Bastian & Henry, 2015; Hitt & Player, 2019; Murphy, 2020), therefore this claim requires further research. In addition, another claim regarding professional preparation can be enhanced by understanding principals' experiences (Murphy, 2020).

Even though we have some knowledge of principals' experiences (Davis et al., 2017; Murphy, 2020; Sugrue, 2015) Murphy (2020) assert that experiences remain understudied in a variety of different areas. Therefore, it was of great importance to further research on school leadership and management focusing on the experiences that novice principals encounter after appointment, discovering the challenges that they may experience, and the survival strategies that they utilise in their journey as novice principals in their new environment.

1.4 Research Questions:

The study sought to answer the following questions:

Main Research Question:

1. What do novice primary school principals perceive and experience their leadership and management roles to be?

Sub-Research Questions:

1.1. What do novice school principals perceive to be their leadership role?

1.2. How do primary school novice principals experience their leadership roles?

1.3. What factors do novice school principals see as affecting their leading of schools?

1.4. What can be learned from the novice school principals' leadership and management perceptions and experiences regarding the journey of a novice?

1.5 Significance of the study

Being a novice school principal is a very difficult job because of the great responsibility for managing the organisation and the professional direction of the school (Oplatka, 2012). Individuals appointed to this position ought to be ready to know more and more with diligence (Sepuru, 2018). When a novice principal is appointed to this position, they are expected to come to the leadership role with the relevant knowledge and skills, however, this expectation may cause a lot of challenges for a newly appointed principal (Abbamont, 2020).

This study hopes to educate desired principals on some challenges that they are likely to encounter, and future novice principals can also benefit from this study as they may be able to relate to the experiences of the participants. Lastly, findings from this study may guide further studies as the study will explore a novice principal's journey.

1.6 Delimitations of the study

In this study, only novice principals in primary schools who are newly appointed between 0-3 years of experience were participants. The study focused on experiences and perceptions. Only selected participants in one Education District were a part of the study.

1.7 Definitions of Key Terms

To have a common understanding of the study, definitions of key terms used in this study were provided below:

1.7.1 Novice School Principals

According to Daresh (2001), a novice principal is someone who has been newly promoted with a lack of experience in the job situation. In addition, Shoho and Barnett (2010), describe a novice principal as an individual within the first three years of the position of principalship. For this study, I used primary school principals in their first, second, and third years in the job.

1.7.2 Leadership

Flores (2004), describes leadership as the ability to utilise a positive influence over other individuals, to motivate them toward their vision, support them emotionally, and direct their actions towards achieving the organisational goals. Furthermore, Northouse (2010), affirms that leadership is known as a special interaction whereby one person brings about social influence over the others influencing individuals of that group towards achieving a goal. This study used the term leadership as novice principals shared their direction for their actions towards achieving a common goal. The term was explored further in the literature review.

1.7.3 Management

Botha (2013) and Bush (2008) state that management is a process of people working together towards a common goal. For school management to be effective there has to be a relationship between the aims, performance, and plans of the school (Bush, 2008). Most time management exhibits leadership skills, and its main function is the maintenance of existing organisational policies and legal documents (Bush, 2007). The term was explored further in the literature review.

1.7.4 The Relationship between Leadership and Management

There is a connection between leadership and management (Bush, 2008). Leadership is more about supporting and entrusting staff and management is about getting people to get the job done (Chikoko et al., 2015). Leadership is centred around assisting and evolving staff while management edifies the character and encourages action (Bush, 2008; Chikoko et al., 2015). Throughout this study, the terms were used interchangeably.

1.7.5 Leadership Journey

A leadership journey is made up of the different experiences of a leader. This journey is measured by what an individual makes out of it (Liebman, 2016) The leadership journey is known to have different stages, and each stage requires different skills, and what works at one stage may not work in another stage. These stages are informal leader, hands-on leader, expert leader, engaging and enabling leader, and inspirational leader (Tredgold, 2016). Each of these stages was revealed in the study through experiences that novice principals shared.

1.7.7 Perception

According to Crane (2011), perception is known as the ability of which people understand their environment. In addition, Otter et al. (2013) describe perception as a process of actions for receiving information. In this study, the term perception was used as the novice's understanding of their school leadership environment.

1.7.8 Experience

According to Borup and Thomassen (2021), experience includes learning, thinking, and the building of habits which is connected to given actions in a social surrounding. In this study, experiences came from novice principals learning from their environment or other experienced principals.

1.8 The structure of the dissertation

This dissertation consists of five chapters. The chapters are as follows:

1.8.1 Chapter One

The first chapter introduces the study. As part of the introduction, the chapter consists of the background of the study, the problem statement, research questions, significance, rationale, delimitation, and lastly the main key concepts.

1.8.2 Chapter Two

This chapter presents the review of literature in connection to novice principals and theoretical frameworks that assist with the understanding of a novice's journey.

1.8.3 Chapter Three

This chapter deals with the research design and methodology. The chapter indicates how the research design and approach are used to justify the choices that are made regarding the research instruments and strategies that are related to the topic.

1.8.4 Chapter Four

Chapter four presents and discusses data generated through semi-structured interviews of the experiences of six novice principals in the Harry Gwala District.

1.8.5 Chapter Five

The chapter presents a summary of the study, a conclusion, and recommendations. The findings that are presented are based on data that was discussed in chapter four and chapter five.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

In chapter 1, a summary of the of the study was presented. The main points included the background, the problem statement, the significance, main ideas, and research questions. Literature review is known as a structured and explanatory assessment of relevant current knowledge on a research problem (Hart, 2018). The intention of chapter 2 is to review associated literature on novice principals' leadership journey. The literature review begins with a discussion and definition of the terms "leadership" and "management" as these terms underpin the concept of school leadership. I then discuss the leadership journey, the role of the school principal in S.A., the reason one may seek principalship, job transition, and career development of novice principals I also attempt to look at the reactions of novice principals, the challenges they face, and survival strategies that they utilise. Thereafter, the sense making, and adaptive leadership theories are discussed as the theoretical framework for the study. A conclusion will summarise the synthesis of the review.

2.2 Understanding the term Leadership:

Explaining the term leadership can be difficult because there is a wide variety, however, definitions vary as they focus on different characteristics of leadership. Even though the idea of leadership has no common understanding and interpretation, there are main similarities in a variety of different definitions. Thus, some scholars define leadership based on style, others perceive it as having a relationship with other individuals, and others see it as an inherited characteristic. Nonetheless, Bush (2009) argues that the core concept of leadership is the process of "influence," where the leader has the ability to motivate others to pursue specific goals with enthusiasm. In addition, Christie (2010, p.695) explains leadership as the "relationship of influence directed towards goals or outcomes, whether formal or informal". To add to Bush, Peretomode (2012) defines leadership as the capacity to inspire others to undertake challenges they might otherwise avoid. The central element in these definitions is "influence," aligning with Bush's (2009) assertion of it being the primary concept underlying

leadership. Therefore, it is possible to conclude that influence is implied in leadership and guides its approach.

In addition to leadership and influence Dewal et al. (2011) argue that leadership does not signify having many followers or people taking instruction from the leader without critical judgement. In addition, good leadership may not be decided on winning the hearts and minds of individuals but rather harnessing their zeal and energies (Haslam et al., 2010). This illustrates that leadership is influenced by followers and can be partially assessed in terms of the influence on the followers. Thus, impact and influence can be regarded as benchmarks for the initiation, growth, and reinforcement of effective leadership (Dewal et al., 2011).

Scholars have sought to examine leadership from a school perspective. Leithwood and Riehl (2003) state that school leadership focuses on setting the school's direction and fostering the growth of both the staff and the institution. In addition, Davies (2009) emphasizes school leadership as a group of people rather than individuals. Davies perceives school leadership as a number of individuals bringing about the control and employing change in the school. This view of school leadership sees it as a group of people coming together to achieve shared goals. The two terms leadership as influence and leadership as a group of people are emerging as groups of people come together to influence one another. However, in my study, I will be using leadership to refer to influence. In the context of any school or organisation, leadership is most of the time connected to management, thus management is an important term to explain.

2.3 Understanding the term Management:

A clear understanding of both leadership and management is significant, as it is assumed that a school principal ought to manage both leadership and management tasks. Management consists of mostly managing people, money, or things. However, according to Ehlers and Lazenby (2007), a manager's main job is to manage people. The management of people can be a difficult task as one has to work with and through people. Furthermore, Spillane et al. (2004) state that management has to do with accomplishing set goals. In other words, if the management of the organisation is done effectively the organisation will achieve the goals that are planned. Moreover, Kotter (1990) confirms that management is to fulfil the day-to-day prospects of the school. This includes achieving daily tasks that are set out.

In a schooling context, educational management is described as a set of tasks that is completed by an individual who is in charge of accomplishing the goals effectively (Bush, 2008; Davidson & Griffin, 2000). Spillane et al. (2004) assert that educational management is used to maintain order, profits, routine, consistency, and quality in a school. Bush (2008) cautions there should be a clear link between management and purpose so that the threat of overemphasising the process and procedure will not take place whilst losing the view of purpose and values.

The concepts of leadership and management are clear but complementary in organisations. Both leadership and management are needed in schools. One will not replace the other, but they would rather enhance each other. While leadership is the main focal point of the study, it ought to be accepted that principals spend the majority of their time on administrative and managerial tasks. Therefore, for this study management is considered as efforts to enhance the organisations production of “school effectiveness, school efficiency, and school relevance” (Thurlow, 2003).

2.3.1 Four key functions of Management:

To understand the term management, one must know the functions of management. Malsam (2023) proposes four functions namely planning, organising, leading, and controlling. Furthermore, he states that a successful manager must be able to perform all four functions while managing their work or team.

2.3.1.1 Planning

Bateman and Snell (2013) state that planning is a structured activity of decision making about the aims and activities that the organisation will peruse. Lloyd and Aho (2020) affirm that before making any decision about the direction of the organisation one needs to first analyse the environment. By analysing the environment, the manager will have room for improvement, opportunity, and learning from past errors (Lloyd & Aho, 2020). Secondly, the manager will need to use the information from the analysis of the environment to build the goals, activities, and objectives. This is known as the mission and vision of the organisation (Lloyd & Aho, 2020).

Malsam (2023) notes that a key element for the planning function is clear communication. He states that managers must clearly communicate their plans with their team to perform their work effectively. In other words, a manager or a principal cannot plan in isolation, the principal needs the deputy principal, DH, and educators to assist with the planning of the school. Some of the planning may include changing the national policies into school-based teaching and learning objectives, planning long-term purchases of teaching and learning resources, preparing timetables, scheduling activities such as excursions, preparing schedules for meetings for the DH, staff, and parent-teacher association (Ncerdleaders, 2008). With all the planning mentioned above the principal needs to interact with other individuals in the schooling environment which results in distributed leadership (Piek, 1991; Van Deventer & Kruger, 2010).

As mentioned above, the planning function requires other individuals to be part of the process. This is supported by The South African Schools Act (SASA) 84 of 1996 which states that management is a procedure whereby all will share their ideas and be involved in the process. In the study, the word planning will be used to refer to shared leadership that novice principals should utilise to ensure that all individuals are part of the planning process of the school.

2.3.1.2 Organising

Malsam (2023) states that the organising function is part of every aspect of a manager's responsibility. Organising includes taking the previously created plan done in the planning function and putting it into action (Boogaard, 2022). In other words, a manager must be able to successfully plan in order to successfully organise. Bateman and Snell (2013) define organising as the process of constructing and allocating human, financial, physical, information, and other resources needed to achieve the organisations goals. In addition, Lloyd and Aho (2020) affirm that the fundamental function of organising is leveraging the resources to align with the determined goals. In other words, if the organising of resources is done incorrectly this could result in an unsuccessful organisation as goals will not be achieved.

Sepuru (2018) states that in the organising function, the principal will be required to know the significant distinct structures in the school. If the principal does not know the different structures of the school, it could result in difficulty in school management activities placing a lot of pressure on committees that support the school principal (Sepuru, 2018b). Therefore, for a principal to improve this function they ought to develop job descriptions for structures and

individuals in the school. This may include developing current job descriptions for all employed staff, allocating job responsibilities and duties to all staff, selecting and arranging staff holding a responsibility post, and arranging the appointment of new staff (Ncerdleaders, 2008).

Thus, in this study, the term organising will be used to mean processes of ensuring that the different structures in a school work together to achieve the institution's goals. With knowing the different structures, novice principals will be successful in the organising function.

2.3.1.3 Leading

According to Coppola (2023), leading is one of the most important parts of every manager. In addition, Malsam (2023) affirms that leading is a crucial role for any individual that is in management and that is why it is part of the functions of management. If one cannot lead irrespective of what leadership style they are using, they would not be a successful manager. In other words, if a manager is effective in leading, their employees will be passionate about applying effort to achieve the organisation's goals. This may include the principal being clear of the aims and expected outcomes and then guiding the deputy principal, DH, and the rest of the staff towards the aims and objectives that the school wants to achieve (Maja, 2016).

Boogaard (2022) also states that leading includes motivating and influencing employees to do their work and meet the performance standards of the organisation. These activities may include training staff by having workshops or networking with other experienced individuals and motivating staff that are lacking in specific areas. In addition, the employer takes up the role of being an influencer toward others to accomplish the most achievable outcomes. Furthermore, Coppola (2023) adds that the leading function emphasises more on people (individuals, groups, or teams) rather than tasks. However, this does not mean that tasks are not important but rather how people are or are not handling their responsibilities will determine the type of leadership feedback that the manager ought to give.

The study will use the term leading to refer to novice principals' influence and motivation that they offer to their staff so that the school achieves all desired aims and outcomes.

2.3.1.4 Controlling

Bateman and Snell (2013) describe controlling as a process of directing the team, monitoring performance toward goals, and making changes where it is needed. Furthermore, Malsam (2023) affirms that controlling involves monitoring and keeping track of the progress to make decisions in the work environment. In addition, a manager can plan, organise and lead to their fullest, however, if they are not monitoring the quality of work, it can create a disadvantage for the organisation. Thus, controlling is one of the most important functions of management for an organisation to be successful.

Lloyd and Aho (2020) declare that monitoring performance is the first step to control. In a schooling environment, the principal ought to control the following activities: conducting appraisal for staff which may include observations or written reports, ensuring attendance and punctuality of both staff and learners, taking stock, and physically checking resources of the school (Ncerdleaders, 2008), supervision of staff, dealing with ill-disciplined staff and motivation of good performance (Maja, 2016).

Once there is progress towards the school's goals, the next step is to make changes. When change takes place the control process leads the manager back to the planning function (Lloyd & Aho, 2020). Furthermore, in an organisation, there are two outcomes in the control process whether the organisation progresses towards its goals or not. If an organization achieves its goals, new goals need to be set which goes back to the planning, this may include the principal setting new targets for teachers, DH and the school (Ncerdleaders, 2008). Moreover, if goals are not achieved one needs to analyse the environment and determine why they are not; this may include the principal reviewing the performance of all aspects of the school (Ncerdleaders, 2008). Thus, the functions of management are a cycle as the controlling function leads back to the planning function.

In this study, the control management function will be used to examine the progress that novice principals have made in their specific schools. This will be measured by the growth and quality of the school.

2.4 Understanding the Relationship between Leadership and Management

The comparison between these leadership and management is well documented in literature. Literature explains that these two terms are intertwined. This is perfectly described by Shahrill

(2014) as it mentions that leadership and management should be perceived as jointed in a relationship in which “an effective leader should demonstrate management skills, and an effective manager should have leadership skills” (p.533). In other words, an effective leader cannot function with either leadership or management, but they should have both as they are connected closely. I presume that if schools are to be a successful place for teaching and learning, the principal ought to be head of both leading and managing. This is supported by Bush (2007, p.391) as he states that around the world including South Africa “there is recognition that schools require effective leaders and managers if they are to provide the best possible education for the learner.”

Research has also shown that a school principal’s role in the new educational environment requires a balance of both leadership and management (Christie, 2010; Gorton & Alston, 2012; Sergiovanni, 2006; Southworth, 2005). Kotter (2001, p.4) suggests that it is essential for schools to have leader-managers that are “people with strong leadership and management skills”. In addition, Grant (2010) affirms that a school principal needs an integration of both leadership and management practices in South African schools. Therefore, being knowledgeable about leadership and management skills is important for a principal as they are of vital importance and mutually beneficial for the efficiency of the school. With the change in South Africa, it is anticipated that a leader should have a vision, but also the capability of a manager who is skilful to ensure most if not all objectives are met successfully. In this study exploring novice principal’s experiences an understanding of leadership will entail both leadership and management skills. Therefore, in this study, these terms will be used interchangeably.

2.5 The Leadership Journey

As mentioned in Chapter 1, Tredgold (2021) states that leadership is known as a journey with different stages. Each stage requires different skills and sometimes a skill at one stage may not necessarily work at another stage. He further states that there are five stages of the leadership journey, and an individual will have to pass each of these stages to become an inspirational leader. In this study, the five stages of the leadership journey will be used to examine the growth in the novice principal’s journey.

Stage 1: Informal Leader

Tredgold (2021) states that this is the first stage of the leadership journey. At this stage, one leads without a formal position. This is one of the most important stages as leadership potential is shown and an individual gets experience with engaging, enabling, and supporting people. In addition, Welcome (2019) declares that an informal leader is an individual in an organisation that is beneficial to listen to because of their perceived experience and influence among colleagues. In a schooling context, this is the stage where aspiring principals support and interact with others without having the title of principal. Due to many years in the educational field, aspiring principals are very knowledgeable and valued. Thus, being an informal leader will help others accept one in the leadership role as they already value the leader's contribution and support (Tredgold, 2021).

With the context mentioned above, the study seeks to understand the history of the novice school principals' leadership journey which includes when they started to have an interest in leading, who persuaded them to peruse a leadership position, what did they do during the early stages before they led and how they notice the early experiences influencing their current work as a novice school principal.

Stage 2: Hands-on Leader

According to Eryn (2023), hands-on leaders deal with both leadership and management by developing a vision and forming behaviour, however, they do not leave the daily activities and functioning of the institution. In addition, Eryn states that a hands-on leader leads from the front providing support and advice for their colleagues, mentoring individuals to expand their participation, directing a group, setting a goal, producing the plan, and also being actively involved in the delivery. The main key to a hands-on leader is to get the right balance between leading and managing and not falling into the action of micro-managing people. Thus, a hands-on leader must request feedback and respond to the comments and concerns of others (Tredgold, 2021) so that there will be participation from all spheres.

This study seeks to pursue the experiences of school novice principals in setting goals in their schools and their view on mentoring if they are successful in their current environment or if they need to be mentored first before they can mentor their staff. Furthermore, the views on the

hands-on activities that novice principals carry out daily will be discussed, and if they feel there is a balance between leading and managing in their new journey.

Stage 3: Expert Leader

Tredgold (2021) states that once one is successful as a hands-on leader, one becomes an expert leader. An expert leader is an individual that has vast skills in the area that they are leading (Salimi, 2022). The leader is extremely skilful and is ready to apply those skills in leading. This is supported by Tredgold (2021) as he affirms that the leader is ready to lead and plan teams and is more away from the day-to-day activities. Furthermore, it is mostly about giving people responsibilities and helping them with their skills to get results. In other words, principals delegate responsibilities and assist those who are inexperienced to get an outcome. However, at this stage, many may struggle, and their career may even stall because even though an individual may be skilful, it is your interpersonal skills that will decide your successfulness (Tredgold, 2021).

Salimi (2022) states that there are negative and positive characteristics that make up an expert leader. The characteristics are as follows:

Negative Characteristics:

- Leader talks from an “I” view which can construct the individual’s ego.
- Either do things by themselves or instruct others on what needs to be done.
- Does not listen to others and has very little trust in others. They would rather clone themselves.
- Considers people as problem creators which results in not having open communication.
- Mostly has one-on-one meetings as expert leaders do not like interaction.
- Expert leaders are normally very focused on specific tasks.

Positive Characteristics:

- They are very intelligent and well-informed in their area of expertise.
- Expert Leaders are very zealous in the work that they do.
- Are excellent problem solvers.

- Have a great amount of energy and they are not afraid of being actively involved in getting the work done.

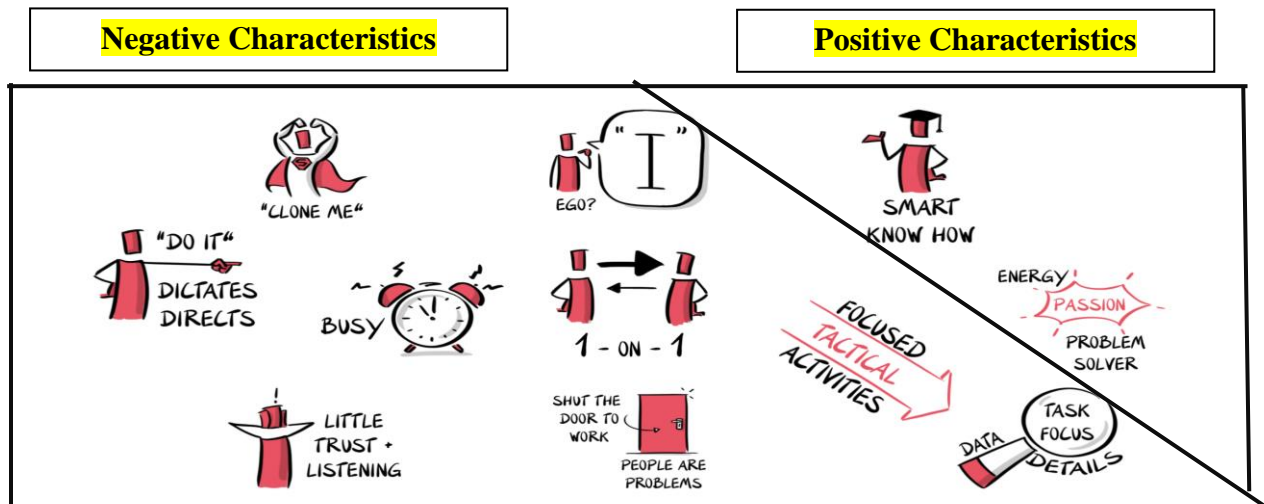


Figure 1: Negative and positive characteristics of an expert leader (Salimi, 2022).

With the literature discussed above, the study seeks to examine how confident school novice principals feel in delegating responsibilities to their staff, how adequately experienced they may feel when assisting those individuals in their schools who are inexperienced, and how knowledgeable they are about areas and activities at their schools.

Stage 4: Engaging and Enabling Leader

Tredgold (2021) states that in this stage you do not become an engaging and enabling leader because of your skills, but rather because of your ability to engage and empower people. Furthermore, he declares that it is about understanding the needs of people and providing those needs to them. In other words, this leader is ready to assist and encourage and not dictate to people. This is supported by Ketley (2020), as who declares that an enabling leader's mindset must shift in such a way that they must ask themselves how they can facilitate and enable rather than control people.

Ketley (2020) states that an engaging leader is an individual who creates specific conditions and allows for the spread to happen. This helps to reduce resistance and allows people to connect and interact in different ways. These leaders also understand the challenges and opportunities and use them to set the direction and vision of the team (Tredgold, 2021). By

doing so it allows for all views to come together and be a part of the direction of the vision. With that, leaders are required to trust their teams, plan to be powerless, and acknowledge that one does not know everything (Tredgold, 2021).

For some leaders, this can be a problem as they cannot deal with the uncertainty or put faith in others. However, it is actually putting faith in your leadership skills, the ability to build a strong team, and to get the best out of people. Thus, it is all about being an expert to people and having confidence in your skills (Tredgold, 2021).

The study seeks to understand if novice principals are positive enough to put their faith in other individuals in the school to result in all being part of the vision, the successfulness of novice principals with regards to encouraging and empowering staff in their schools, and how they created certain conditions that allowed for all staff to connect as one.

Stage 5: Inspiration Leader

This is known as the top level in the pyramid of the leadership journey (Tredgold, 2021). At this stage, the leader leads departments or even an organisation. According to Baker (2023), an inspiring leader is enthusiastic, confident, strategic, and determined. These leaders are known to create culture, set a plan of action, and inspire others through actions (Tredgold, 2021). In other words, your involvement as a leader has to be the least but most effective (Tredgold, 2021). Furthermore, Baker (2023) affirms that these leaders give people purpose, encourage them to action, and provide more support in their careers. Inspirational leaders tend to see greatness in others, even when they do not fully see it in themselves. Thus, inspirational leaders mostly focus on building up other people rather than themselves.

The study seeks to pursue the involvement of novice principals in giving support and purpose to their staff, how they set a school culture that resulted in school success, how successful they were with inspiring others to follow their path, and how confident they are as role models that others will want to follow.

5 STAGES OF THE LEADERSHIP JOURNEY



Figure 2: The five stages of the leadership journey (Tredgold, 2021)

2.5.1 The novice principal's journey

According to Swen (2020), entering into principalship is very challenging. Bush and Oduro (2006) note that currently the educational affair in Africa makes it challenging for novice principals to lead and manage schools successfully. Many of the novice principals are appointed by their experience and little support is offered to them by their district. In addition, even though an individual may have much experience as a teacher or some experience in the educational field; entering the principal's position is a major change for many new principals. Spillane and Lee (2014) discovered that new principals experience 'ultimate responsibility shock'. Furthermore, they have found that principals experience this shock whether they shift from being an educator to a principal or even if they held other school administrative positions before becoming a principal. Many new principals have explained that it is not the increased responsibility, but it is the responsibility of the school that made them feel overwhelmed and shocked. Christie et al. (2009) state that it is vital to employ a principal with good leadership and management skills but it is also important to prepare novice principals so they can perform

their duties effectively. The significance of preparing novice principals is to educate them to comprehend the fundamentals of school leadership and management concepts (Sepuru, 2018).

In South Africa (SA), the Department of Higher Education and Training (DHET) has illustrated in its policy that the minimum requirement for a teacher education qualification is a bachelor's degree in education (Nzimande, 2015). The absence of a formal management qualification in SA as a requirement needs to be reviewed because a qualification in management can provide a solid starting point for novice principals. Therefore, in other words, an educator and aspiring principal or principal should not have equivalent qualifications as each position requires a different set of skills. Based on the requirements for principalship in SA, one wanted to comprehend how novice principals perform their leadership roles based on their appointment criteria. Therefore, it was important to explore the experiences that novice principals face based on the specific appointment process that was followed individually.

Thus, entering the novice principal position can be a very daunting shift as countries like South Africa, Kenya, and Tanzania are proving to use methods that are not supportive of effective school leadership and management. Therefore, countries should review their methods and ensure that novice principals have sufficient experience and a formal qualification in leadership and management to enter the role of principalship which will reduce the challenges novice principals face (Sepuru, 2018).

2.6 The role of the school principal in South Africa

The focus of this section indicates the role of the school principal in South Africa. A variety of studies on school leadership illustrates that there is a common understanding of behaviours that supports the principal's role. Most studies recommend that the principal is of importance to the success of the school (Bush, 2008; Fullan, 2006; Hallinger, 2003; Huber & Muijs, 2010; Rossow & Warner, 2000; Sergiovanni, 2001; Slater, 2008; Yukl, 2010). In the changing society, the role of the principal is more complex than previously. According to Grosso de Leon (2006), the job of a school principal has changed into a profound experience that requires skills and knowledge which most principals lack. Furthermore, they are overwhelmed with a variety of responsibilities and expectations without corresponding authority over fundamental matters (Grosso de Leon, 2006). Thus, the role of the principal can be regarded as a responsibility consisting of many different and connected parts.

As mentioned in Chapter One, the Policy on the South African Standard for Principals describes the eight key areas of the role of the principals. The eight key areas are: “leading teaching and learning in a school, shaping the direction and development of the school, managing the quality of teaching and learning and securing accountability, developing and empowering staff and others, managing the school as an organisation, working with and for the community, managing staff in the school and managing extramural activities” (p.13). In this study, the eight key areas describing the role of the principal will be used to measure which roles they are fulfilling effectively as novice principals and which areas they are lacking that require assistance.

2.6.1 Leading teaching and learning in a school

One of the main roles of a school principal as a leader is to ensure they involve themselves in the actual leading of teaching and learning activities to ensure that there is quality teaching and learning. The Policy on the South African Standard for Principals identifies five types of leadership that a principal ought to have to ensure the quality of teaching and learning, namely: (1) strategic leadership; (2) executive leadership; (3) instructional leadership; (4) cultural leadership; (5) organisational leadership (DBE, 2015). Even though these leadership types are named separately they are closely linked, and they should not be seen as separated functions (DBE, 2015; RSA, 2016). For this study, instructional leadership will be discussed in detail because this type of leadership is best suited for novice principals as they are familiar with the skills and knowledge needed for effective lessons that can be imparted to teachers. However, the other styles mentioned above will not be ignored. Instructional leadership will be discussed as in this new day and age, it has been given more prominence than before (Southworth. 2002) Du Plessis (2013) and Reitzug et al. (2008) state that it was recommended that school principals shift their roles from administrators to instructional leaders. Mestry, (2013) defines instructional leadership as “those actions that principals take, or delegate to others, to promote growth in student learning (p.120). As described in the policy, instructional leadership has a variety of functions and areas of responsibility. Instructional leadership ensures that the empowerment of staff takes place, a good learning environment is created, a continuous updating of the curriculum is conducted which ensures that the curriculum is aligned with the national framework, and change is recognised (DBE, 2015; RSA, 2016). In addition, this leadership assists learners making them ready for the future by making use of information and

communication technology (ICT) in the curriculum (DBE, 2015; RSA, 2016). Furthermore, instructional leadership ensures that learners experience success and achievement, learners are able to communicate the shared mission and vision of the school, and instructional methods are utilized to increase learner success and the involvement of educators in using the methods (DBE, 2015; RSA, 2016).

For principals to achieve success with the above-mentioned functions and other leadership styles will be a huge challenge. It is therefore clear that principals cannot perform these functions by themselves and therefore collaboration is needed but not passing their responsibility and accountability to other individuals (Vanwyk, 2020). Thus, principals and other individuals in the school must have a good knowledge of the curriculum and what the curriculum structures are. This study seeks to understand how novice principals have played their role as instructional leaders concerning the leadership of teaching and learning in their specific schools and how they have empowered educators by using instructional methods in their schools.

2.6.2 Shaping the direction and development of the school

According to the Policy on the South African Standard for Principals, the principal works within the school governing body (SGB), SMT, and parents to plan and motivate all who work in and with the school to provide a direction for the school's continuous development. In addition, Vanwyk (2020) argues that for a principal to shape the direction and development of the school, they would have to formulate a shared mission and vision through collaboration with the SGB, SMT, and parents. Furthermore, the Department of Basic Education (DBE) (2014) draws attention mainly to the role of the school principal as a leader with an emphasis on shared leadership. The principal with the collaboration of others should successfully implement the agreed school goals and vision, effective planning, organising, and leading to ensure quality teaching and learning in the school (DBE, 2015). Therefore, it is the requirement of the principal to ensure that the agreed school goals are achieved. Kraft (2015) identifies the following pillars for successful leadership: moral purpose, enhancing relationships, understanding how change happens, knowledge building, and unity. In addition, he declares that these skills would motivate sound school leadership which would support collaborative ownership and accountability of all stakeholders. Therefore, this would make school leadership a shared ability.

One of the most important responsibilities of a principal in this area is to encourage teachers to establish and encourage a shared purpose for teaching and learning in the classroom (Vanwyk, 2020). This can be done by the principals allowing educators to be a part of the process when forming the purpose. Hargreaves (1995) states that successful school principals must utilise teacher skills to formulate groups of shared leadership. These groups are formulated for ideas to be exchanged and interaction to take place. Other specific practices in this area include constructing a shared vision, encouraging the acceptance of group goals, and displaying efficient expectations (Vanwyk, 2020). Therefore, my study seeks to understand the shared leadership that novice principals utilized with regard to the development and direction of their schools and how the shared leadership had an impact on teaching and learning in the classroom.

2.6.3 Managing the Quality of Teaching and Learning and securing accountability

The principal together with the SGB and SMT must formulate and sustain quality guaranteed systems, methods, and assessment practices (DBE, 2015; RSA, 2016). The DBE (2015) affirm that to encourage the assessment methods, principals and others in the leadership role must follow the following: (1) they must ensure that the Quality Management Systems (QMS) procedure is followed fairly when observing lesson observations, (2) there ought to be post-communication sessions with teachers about their strengths and weaknesses that were identified during the observation, (3) ensuring teachers are encouraged to attend development programmes that are offered by district office officials (e.g. Harry Gwala District Office) to discuss these strengths and weaknesses which will improve the quality of teaching and learning.

Therefore, principals must apply a variety of strategies so that quality guaranteed systems and methods are in place to assure quality management and accountability in schools. Thus, principals should become instructional leaders to enhance teaching and learning which is the fundamental work of a school. In this study I seek to comprehend how novice principals as instructional leaders implemented strategies to enhance the quality of teaching and learning in their schools and how novice principals have assisted educators with their weaknesses to improve teaching and learning in their classrooms.

2.6.4 Developing and empowering staff and others

An important role of a school principal is to empower teachers so that they can create a good environment for teaching and learning (Harris & Muijs, 2005; Terry, 1998). According to the DBE (2015), it is the job of the principal to facilitate a variety of professional development, orientation, and induction programmes to enhance the instructional abilities of teachers. In addition, principals can also use other empowerment strategies such as mentoring and peer coaching to improve teacher skills (RSA, 2016).

Principal empowerment towards the teachers would lead to school empowerment and teacher leadership learning (Harris & Muijs, 2005; Terry, 1998). I agree with the above scholars that school principals can accomplish this. However, the school principal's role needs to display empowerment principles, motivate all efforts towards empowerment, and recognise all empowerment successes. With that, all these leadership efforts can make an individual feel important and part of the action. This study will seek to understand how novice principals empower their educators through a variety of empowerment strategies to ensure a conducive environment for teaching and learning and how novice principals empower educators in their specific schools which can result in school empowerment.

2.6.5 Managing the school as an organisation

Principals must ensure that they create a safe and secure learning environment for teachers and learners which is beneficial for quality teaching and learning. Furthermore, it is the responsibility of the principal to manage school funds and information successfully (RSA, 2016). The management of the school funds by the principal together with the SGB must be directed by a school budget that was approved by all stakeholders (Vanwyk, 2020). There are many ways in which the principal can support the SGB when it comes to managing finances, for example by having school fundraising functions, using funds to benefit the learners, annually auditing school bank accounts according to the law, and applying shared decision-making methods to solve problems (RSA, 2016). This study pursues to understand how the specific novice principals in their schools create a learning environment for both teachers and learners which is of benefit for a high standard of teaching and learning. Furthermore, the study will examine how novice principals use shared methods when solving problems in their schools.

2.6.6 Working with and for the community

Principals need to encourage parents to make themselves available to be a part of the SGB. The principal must work together with all stakeholders, such as parents, teachers, and the SGB to ensure that the school is running effectively (RSA, 2016). Furthermore, by allowing stakeholders through networking and partnership, the principal can become more aware of socio-economic issues in the community, encourage teaching and learning programmes, support fundraising programmes, and interact with applicable government departments (RSA, 2016). Thus, Trail (2000) states that the principal as a leader in the school, should act as a facilitator and collaborate all efforts of the stakeholders to achieve the goals of the school. The study seeks to understand how novice principals work together with all stakeholders of the school to ensure that the school operates effectively and how novice principals are aware of different issues that are taking place in their community.

2.6.7 Managing staff in the school

It is the responsibility of the principal to make sure that the school has suitably qualified staff to provide quality teaching and learning. DBE (2015) states that the principals together with the SGB must make suggestions to the DBE about the filling of posts in schools. It is also the job of the principal to inform all staff about the conditions of employment after they have been appointed in a school. The employment conditions must be aligned with sections 17 and 18 of the Employment of Educators Act (No. 76 of 1998) (Vanwyk, 2020). Therefore, the management of staff for a principal can make a huge contribution to motivation, towards achieving their aims and edifying their knowledge and skills of staff to achieve school goals and to encourage positive character to continue applying the knowledge and skills. In this study I seek to understand how novice principals appoint appropriate educators for specific posts to ensure quality teaching and learning and how novice principals manage their staff to ensure school goals are achieved.

2.6.8 Managing extramural activities

The principal as a leader and manager should create an environment that supports a variety of needs and conditions of learners by offering extra-mural activities (RSA, 2016). In other words, the principal must ensure that the school offers extra-mural activities to the learners considering

the school's surroundings and the socio-economic factors. In addition, the principal together with all other stakeholders must encourage learners and teachers to participate in extra-murals activities. The management of the extramural activities must take place by involving parents, or community members that are interested (Vanwyk, 2020). Furthermore, it is also suggested that the principal can encourage community members to assist schools with coaching different sports and cultural activities. My study pursues to understand the role novice principals play with regard to extra-mural activities, how involved they are, if novice principals encourage learners to participate, and if novice principals encourage the other stakeholders to assist in their schools.

2.7 Reasons for seeking principalship

There are many reasons why an individual is motivated to transition from the classroom to leadership. For instance, these individuals are ready to take on challenges that are outside the classroom. In addition, they are “looking for new horizons and want to learn more about educational matters and to be involved in the local school policy” (Vandenberghe, 2003, p.11). The larger widespread influence is often heard when aspirants mention that they would want to make a difference for students as a principal, rather than a classroom teacher (Daniel et al., 2004; Gee, 2001; Sackney & Walker, 2006). Many aspirants also mention that their peers have encouraged them to seek the position because of their leadership abilities, sense of vision, and their potential to lead others (Vandenberghe, 2003). However, not all aspirants have feelings of excitement when taking on the leadership role. Many aspirants have self-doubt and uncertainty about the position (O’Mahony & Matthews, 2003). They feel that they are unable to balance their personal and professional lives, they lack leadership skills and abilities, and they are concerned about leaving their comfort zones and children (Carlin et al., 2003; Vandenberghe, 2003).

Even though many assistant principals desire to become principals, they are normally identified by their practices used for discipline. (Hausman et al., 2002; Ribbins, 1998). Many novice principals who had a positive experience as a vice principal believe that this was one of the most important roles that edified their leadership skills and view about the job (Barnett, 2003; Crow, 2007; Daresh, 2003; Weindling, 2000; Weindling & Dimmock, 2006). In addition, many novice principals that spend more time as vice principals reported being able to identify and

address problems (Woodruff & Kowalski, 2010) and being less exhausted and emotional (Hausman et al., 2002).

Irrespective if an individual is built partially through the experiences as a vice principal, it does not exclude the fact that novice principals find their new position as a principal complex. However, many individuals still seek the position of principalship. With the above mentioned, this study seeks to understand who and what pursued them into the role of principalship and what feelings did they experience when they took on the role.

2.8 Job Transition and career development of novice principal

According to Shoho and Barnett (2010), research has brought about the development of many perceptions about the transition into new roles and the early development of novices. Studies by Male (2006) state one way to encapsulate what novices face when they move from teaching to administration, is that they must be able to cope with the following:

- technical skills which include budgeting and the management of resources,
- cultural and moral issues such as edifying the community, developing and applying the vision, and understanding the school culture.

In addition, other studies have examined the reactions of newcomers, especially their reaction to their expectations versus the reality of the job. The studies discovered that newcomers are surprised by the views of others and the success in their previous setting may not be appropriate in a new setting (Draper & McMichael, 1998; Louis, 1980). At a global level, researchers have searched to comprehend the socialization that principals experience initially face when they transition into a new role and throughout the journey of their career. My study seeks to understand the reactions that novice principals experience when they enter their new role of principalship and how this new role differs from their previous role. The three overlapping phrases of socialisation can be identified as follows: (Hart, 1993; Kelly & Saunders, 2010; Weindling, 1999).

2.8.1 Professional socialisation:

Professional socialisation takes place before the individual takes the position of principalship (Bengtson et al., 2013; Glasspool, 2006; Hart, 1993; Hart, 1991). Hart (1991) states that

professional socialisation and organisational socialisation take place simultaneously during the initial period. Even though organisational socialisation may introduce certain values and norms that differ completely from those that are obtained with professional socialisation.

This study seeks to understand the process that novice principals experienced before the individual took up the position and how professional socialisation has specifically impacted these novice principals in their current position.

2.8.2 Organisational socialisation:

Organisational socialisation involves the principal's learning of specific values, behaviour, and knowledge within the schooling environment.

Gabarro (1987) identified the following chronological stages that are faced by new principals during the organisational socialisation phase.

- Stage 1: The first stage is noted as the taking hold stage which occurs in the first six months. According to Weindling (1999), the first few weeks or days when a principal comes into reality with a certain school is very critical. In addition, Kelly and Saunders (2010) classes this stage as the entry, orientation, or immense stage. Hart (1993) perceives this stage as a time when the principal attempts to adjust to the new school surrounding, where role clarity is required, and where they may experience resistance from certain people in a school. Thus, this stage consists of a period of adjustment, accommodation, and clarity. This study attempts to examine how novice principals adjusted to their new role and if other stakeholders accepted them or not upon their arrival in the position.

- Stage 2: This is regarded as the immense stage which occurs between 6-12 months. Stage 2 involves intense learning about specific school practices even if there were only a few changes that took place within this period (Gabarro, 1987). Weindling, (1999) states that principals start to challenge the climate of the school and introduce few changes. At this point, the school climate is either replaced or enhanced. The study seeks to understand the learning practices that novice principals experienced that edified them in their leadership roles and the changes that they have made concerning the school climate.

- Stage 3: According to Gabarro (1987), stage 3 is known as the reshaping stage which occurs between 12-21 months. In addition, major changes take place at this stage as the new principal is much more comfortable in their position. During the second year of principalship, new principals and teachers explore the likelihood of establishing initiatives and the link between principals' practices and school culture (Meyer & MacMillan, 2011). This study seeks to acknowledge what major changes the novice principals have made and if these changes were effective or not in the schooling environment.
- Stage 4: Stage 4 is regarded as the consolidation stage which occurs between 21-27 months. In addition, at this stage, the new principal examines previous changes to take corrective actions. In this study, I seek to understand what previous changes were made by the novice principal, why these changes were made, and how your measures differ from previous ones.
- Stage 5: Stage 5 is regarded as the refinement stage which occurs between 27-36 months. Furthermore, in stage 5 little additional learning takes place although fine-tuning may take place. In this stage, the novice principal will be able to enhance their skills as additional learning on specific areas will take place. It would allow a principal to become an expert in specific areas. In my study I seek to understand what novice principals have learned from changes that were made themselves and what could they have done better.

2.8.3 Occupational identity

Occupational identity refers to a principal's evaluation of a specific point whereby he or she feels confident in their role. In addition, the principal feels capable of being in a role of authority in the schooling environment. Thus, if these phases and stages were achieved effectively, many novice principals might have found their job transition and career development much more unchallenging. This study sought to comprehend if novice principals were or were not confident in their position and what made them feel capable or incapable.

2.9 Reactions of novice principals' journey

When novice principals begin their jobs, they are confronted with the realities of challenges. However, they also achieve a better sense of additional knowledge and skills which may assist them to perform effectively in their job (Shoho & Barnett, 2010). As principals take on this new opportunity, they are confronted with four main challenges.

Firstly, a variety of novice principals experience conflict with teachers. These conflicts occur because teachers view novice principals from a different perspective from their previous principal (Male, 2003). Many novice principals experience reluctance and stress when working with weak teachers, those that have low confidence or are not child centred (Briggs et al., 2006; Cowie & Crawford, 2008; Kim & Parkay, 2004; Nelson et al., 2008; Walker & Carr-Stewart, 2006; Weindling & Dimmock, 2006; Woodruff & Kowalski, 2010); when confronting unwilling leadership teams (Weindling, 2000), and when trying to encourage subgroups of teams (Bloom et al., 2003; Vandenberghe, 2003).

In addition, many new principals are compared to previous principals resulting in a lot of pressure trying to match their achievements (Bloom et al., 2003; Briggs et al., 2006; Cheung & Walker, 2006; Nelson et al., 2008; Rooney, 2000; Weindling & Dimmock, 2006; Weindling, 1990). The pressure of living up to the previous principal can create a lot of self-doubt about their effectiveness, especially in noticing their expectations (Barnett, 2003; Crow, 2007; Vandenberghe, 2003). Therefore, some principals feel the need to establish their power and authority by using the authoritarian leadership approach. However, as time goes by, they start to develop an inclusive leadership approach (Briggs et al., 2006; Forrester & Gunter, 2010).

Furthermore, even though aspiring principals know about the great amount of time that is needed for the position, many novice principals are overwhelmed with the workload demands, specifically paperwork and time management (Bloom et al., 2003; Crow, 2007; Educational Research Service., 1998; Hall et al., 2003; Male, 2003; Sackney et al., 2003; Slater et al., 2008; Whitaker, 1998; Yerkes & Guaglianone, 1998). In addition, Woodruff and Kowalski (2010) affirm that these expectations can cause a lot of stress for principals with family obligations and children.

According to Myende and Maifala (2020), in many South African schools novice principals have to work with a variety of stakeholders and sometimes competing demands, for example school governing bodies (SGBs) play an important role in a school, however, sometimes they lack the skill to perform in their roles (Mestry, 2018). This may create a lot of stress for novice

principals as they are trying to find their feet in the new position. In addition, a large amount of stress is created from stakeholders which may include policymakers, community members, and parents which can force principals to increase learner performance (Adams, 1999; Bloom et al., 2003; Briggs et al., 2006; Cowie & Crawford, 2008; Crow, 2007; Hall et al., 2003; Vandenberghe, 2003; Woodruff & Kowalski, 2010; Yerkes & Guaglianone, 1998). Le Roux (2012) states that the DBE in South Africa holds the principals accountable for applying regulations and achieving the expectations that are created by the districts. Studies by Bloom et al. (2003) and Daresh (2003) state that principals mention that stress is created when they have to respond to the district office's demands for accountability. This influences their desire to become more effective in examining details. Therefore, the job challenges have made many novices improve their skills and knowledge to communicate with a variety of stakeholders, encourage staff, edify staff, and support teachers and other professionals in the environment (Vandenberghe, 2003).

Even though novice principals may have a variety of challenges that they may experience, many factors motivate and help them strive in the position. Daniel et al. (2004) state that external support from family, spouses, and partners is important for maintaining their interest and commitment. In addition, internal support is also important, especially when working with mentors and peer networks. Internal support can impact job satisfaction and retention for novice principals. Studies from Bloom et al. (2003) found that one-third of new principals attribute their mentor's support as impacting their decisions to stay in the position. Other than the support systems, the actions of the novice principal can bring about a change in staff and student learning which brings a huge amount of satisfaction to the new principal (Daniel et al., 2004).

With the above-mentioned, the study seeks to understand the experiences that enhance and challenge their career as novice principals, the support that they receive in the position, and how the support has helped them.

2.10 The challenges of novice principals

Even though the section below discusses challenges that novice principals may experience, other sections in the dissertation also raise challenges experienced by novices. The feelings of excitement that novice principal experience in their first principalship is most of the time reduced by challenges that are personal and professional. According to Sackney & Walker

(2006), “in the early tenure beginning principals experienced ‘cultural shock’ and nothing in their preparation prepares them for the change in perception of others” (p.343). Furthermore, Lovely (2004) affirms that novice principals are “thrown into the valley” unprepared, and alone, and are left to fend for themselves. With many opposing issues, novice principals have described their first experiences with mixed emotions. Some described their experiences as interesting and thrilling (Bagi, 2015) while others claimed their experience to be intimidating (Edwards, 2016) which can lead to feelings of self-doubt (Earley & Bubb, 2013) and an environment filled with conflict (Davis, 1998). Even though novice principals were less experienced in the position, they were expected to fulfil their duties from the first day as the school principal (Daresh, 2007). With that, many may lose interest and are likely to leave the position due to the stress. Thus, it is important to understand the challenges of novice principals as this may inform the content and structure of leadership preparatory programs (Beam et al., 2016; Northfield, 2013).

2.10.1 Heavy workloads

Friedman (2002) declares that school principals have a lot of things to do as leaders of a school. In addition, Edwards (2016) supports this by stating that novice principals have to wear “a variety of hats” and constantly attempt to change their needs to satisfy the demands and requirements of others. In other words, by constantly adjusting the needs of a principal to satisfy others, there is an ongoing change that takes place. This may result in an outcome of heavy workloads.

Novice principals are also facing a variety of administrative tasks that they are expected to achieve (Barnett et al., 2012). Having to fulfil a variety of administrative tasks, can result in heavy workloads problems for novice principals. Not only do novice principals have administrative tasks, but they are also expected to take part in meetings, manage the needs of the school, find time to meet all their duties, and attempt all instructions correctly that they were uncertain about (Friedman, 2002). These heavy workloads can make novice principals feel overwhelmed and frustrated due to them not completing their tasks on time. This can create negative feelings which can affect novice principals’ well-being.

Pretorius (1998) states, previously the role of the principal was that of an administrator and manager. School principals have more administrative and managerial tasks and less teaching time. This can be a major challenge for a school as principals are also known to be instructional

leaders. A study conducted in the United States (US) discovered that decentralisation has brought about additional job responsibilities without removing any responsibility (Porter, 2000). This has resulted in heavy workloads. This is also agreed upon in South Africa as many principals mention that their workload is becoming unmanageable and they have a lack of time and understanding for leadership tasks (Budhal, 2000). This is even worse for novice principals in South Africa as they are still trying to find their feet in the position with their administrative, leadership, and management roles.

The study attempts to understand how novice principals balance a variety of administrative tasks and perform their leadership role, how they feel about the heavy workloads and how have the heavy workloads affected their role as novice principals.

2.10.2 Novice's negative feelings towards their leadership journey

Lochmiller (2014) states that novice principals “experience intense feeling of anxiety, isolation and frustration as they become familiarized with the expectations of them as principals” (p.62) The negative feelings that they experience isolate them from their work (Mullen & Cairns, 2001). The isolation of novice principals is likely caused by the responsibility for school outcomes and decision-making procedures (Bauer & Silver, 2018). Brouwer. et al. (2012) affirm that isolation is caused when novices do not get any support and collaboration from other stakeholders and therefore, they become depressed.

A lack of feedback, direction, and positive guidance can be a huge challenge for many novice principals (Edwards, 2016). Wildy et al. (2010) state that novice principals are likely to find tasks and aspects challenging especially when they are less prepared. In addition, Walker and Qian (2006) share similar thoughts as it is mentioned that novice principals experience feelings of frustration about not knowing how well they are doing. These negative feelings can affect the quality of their work and their effectiveness in the position (Bauer & Silver, 2018).

In South Africa, the educational system depends on the individual itself to prepare aspiring principals. Previously, research has indicated that there was no qualification or training institution that aspiring principals could attend to enhance their skills (Sepuru, 2018). Most of the time aspiring principals enrolled themselves in universities and did courses for promotional purposes. Taylor (2013) notes that a bachelor’s degree in education and teaching experience was a basic requirement for recruiting principals but having improved their qualifications in

leadership and management improved their chances for selection. In other words, aspiring principals bettered their qualifications in S.A to get a promotion. The appointment of teachers in a leadership and management position in S.A without empowerment and preparation can leave many principals feeling frustrated and this may be a huge challenge. The feelings of frustration can lead to an ineffective principal and affect the school as a whole as the principal is known as the head of the school.

Therefore, Chitpin (2014) notes that principals need a network of interconnected people, and it should be a formal method of support (Sciarappa & Mason, 2014). These networks would assist principals to learn from each other and encourage growth (Drago-Severson, 2012).

The study seeks to understand what negative feelings novice principals experienced and how these feelings affected them from being effective in their positions.

2.10.3 Previous principal's legacy

Many studies have identified the issue of dealing with a previous principal's legacy as a challenge, especially if the principal has contributed to improving the school's performance (Cowie & Crawford, 2008; Crow, 2006; Earley & Bubb, 2013; Edwards, 2016; Flessa, 2012; Ng, 2015). Walker and Qian (2006) state that teachers often "endow the previous principal with saintly virtues once they leave the school even though they noted their frailties while in the post" (p.301). This tends to take place because the school community is comfortable with the leadership style and preferences of the previous principal. Therefore, it is not easy for teachers and staff to accept the new leadership style and preferences of a novice principal (Briggs et al., 2006).

When a new principal enters a school, many staff members may be reluctant to change. This reluctance is caused by staff being more familiar with old routines and culture because they know previous practices and preferences (Spillane & Lee, 2014). Furthermore, teachers and other staff members compare novice principals with previous school principals and resist the policies and plans of the school. With that, novice principals struggle with building a legacy with their new staff.

In S.A. many of the experienced educators started working before 1994 when education was a part of the apartheid government which was organised racially and ethnically (DBE, 2007). The emergent changes in the educational system today may still be facing resistance from

stakeholders in a school. A previous principal's legacy before 1994 could still be a comfort zone for many educators. A skilful novice principal with good knowledge of the SOUTH African educational policies and legislative framework would be required to successfully perform their roles and functions in leadership and management.

The study aims to understand how the previous principal legacy affects a novice principal's image, how it influences the novice principal's performance of their role to the fullest, and how processes are followed to build relationships with new staff.

2.10.4 Adjustment of novice principals to their leadership journey

Novice principals struggle with adjusting their preferences to cope with the new school environment and culture. In addition, novice principals lack in organising their tasks (Crawford & Cowie, 2012) due to a lack of experience (Edwards, 2016). With a lack of experience, novice principals have to deal with heavy workloads that affect their role as effective instructional and curriculum leaders. Thus, with inexperience and heavy workloads novice principals struggle to adjust to their environment.

Besides the heavy workloads and inexperience of novice principals, they have to also deal with teachers. Mukhtarova (2013) states that novice principals have to deal with uncommitted teachers that cause "principal-ache". In other words, these teachers cause feelings of incompetency toward novice principals which will impact their adjustment to the position.

The Wallace Foundation (2007) affirms that novice principals in S.A. are not well prepared, and they receive limited support with the challenging workload in their schools. This causes many novice principals to have a problem with the adjustment to their roles in their leadership journey.

This study seeks to understand the greatest adjustment as a novice principal, how human teachers, other stakeholders, and heavy workloads affected your adjustment as a novice principal.

2.11 Survival Strategies for novice principals

2.11.1 Leadership Development

Chitpin (2014) states that it is important to have training and preparation for principals. The study conducted by Goddard (2004) revealed that principals could not develop their leadership capabilities on their own, but they required preparation and training that would assist them in developing into strong leaders. It is the responsibility of the Education Department which is the employer to appoint strong principals and prepare them to lead and manage schools. From the study conducted by Goddard, it emerges that principals are unable to develop their leadership skills by themselves. They require training and preparation programmes that would improve them to become better leaders in their schools. Thus, leadership development is a strategy that can be utilized to reduce these challenges for principals. Nakpodia (2012) defines leadership development as “the expansion of a person’s capacity to be effective in leadership roles and processes” (p.65). Although Nakpodia (2012) focuses leadership development on a leader’s capacity in roles and processes in leadership, Peretomode (2012) defines leadership as an activity that enhances the attitudes and abilities of a leader within an organisation. In other words, this suggests that leadership development emphasises training and improving individual leaders rather than the shared capacity building of a group of leaders. This is supported by Earley and Jones (2009) as they confirm that leadership development is actions that involve reinforcement of an individual’s abilities to create an achievable objective and clear vision and to motivate others to be a part of the same vision. Thus, leadership development plays a major role in developing one to enhance the skills that they have.

When applying leadership development to schools, Bush (2008) asserts that the leadership development of school principals should focus on the individual needs and desires of school principals. Bush (2008) suggests that leadership development must emphasise a certain challenge of a surrounding and simultaneously allow principals to be a part of international and cross-learning. In addition, Bush (2008) contends that leadership development must allow principals to discover their diverse needs. Furthermore, these needs must be matched with suitable development in their challenging work of leading a school.

Piggot-Irvine et al. (2013) state that a school principal’s job has become more demanding, and many do not cope due to low quality of leadership development. Therefore, it can be said that there is a need to develop school principals by improving their leadership skills, and attitude knowledge. Reigeluth (2006) suggests when engaging in school leadership development one

must exert sufficient support that can prevent changed sections of school leadership and improvement systems from going back to their previous state. Piggot-Irvine et al. (2013) declare that school leadership development is an important leadership programme that creates an improvement in the quality of the leadership that results in ongoing school improvement and increased outcome levels. In other words, these leadership programmes in school surrounding will strengthen and improve the skills and abilities of school leaders. Leadership development is a practice that has a variety of approaches. However, for the school leadership development context and in this dissertation, induction programmes, networking, mentoring, and coaching will be discussed.

As indicated in Chapter One, to improve the educational standards for principalship, the DBE in South Africa introduced the Advance Certificate in Education (ACE) as a leadership and management qualification for principals (Bush et al., 2011). The introduction of the ACE could be viewed by the policymakers in the DBE as that will assist in directing the gaps in leadership and management. The ACE programme was part of an induction programme that consisted of networking and mentoring.

2.11.1.1 Induction programmes

According to Darling-Hammond and McLaughlin (2011), principal induction programmes are aimed at fulfilling principal training needs and requirements for the role. Novice principals often feel troubled and lack of ability and skill to handle so many expectations. Many novice principals are expected to “hit the ground running” even though they have received adequate support (Shoho & Barnett, 2010). Brauckmann and Pashiardis (2012) state that principal induction programmes should be conducted before an individual is appointed. In addition, sufficient preparation may assist with the transition. Thus, we can say that novice principals require induction programmes to assist with the transition and enhancement of skills.

Induction programmes for novice principals are very important. These programmes prepare novice principals so that they are capable of doing their tasks and functions so that their competencies are developed (Susilowati, 2021). In addition, induction programmes provide support and structure. The support and structure enlarge the effectiveness of novice principals as they may face many challenges in their new roles. One of the main key features of induction programmes in South Africa is to assist novice principals in responding to contextual pressures

so that the school can achieve its purpose of educating learners (Department of Basic Education, 2016).

Everyone in a new environment needs to adapt so that they do not get a culture shock which can affect their performance (Susilowati, 2021). This also applies to novice principals who are newly appointed. Induction programmes assist novice principals in learning how to adapt themselves to the transition (Susilowati, 2021). In addition, novice principals who adapt well to their surroundings will be able to perform their functions much more easily. Thus, induction programmes are important as they help novice principals to understand and strengthen their new roles.

In 2018, the DBE together with the European Union (EU) hosted an induction programme aimed at enhancing school leadership and governance to review the expected principal (DEB, 2018) The programme outlined teacher induction and mentoring as an important aspect of the professional development for teachers and principals Furthermore, the programme discussed a framework for career pathing for education leaders and managers. The DBE (2018) affirms that the induction programme in S.A for newly appointed principals is the DBE's strategy to professionalise principalship standards, qualifications, and appointment procedures to ensure that only qualified and skilful individuals are appointed as school principals.

With the above mentioned this study seeks to comprehend if novice principals were introduced to induction programmes and how it helped them function in their leadership role and how this programme helped them adjust in their position.

2.11.1.2 Networking

A variety of scholars state that networking is a suitable approach for principals (Mentz et al., 2010; Ng & Szeto, 2016; Weindling & Earley, 1987). Bush et al. (2011) state that networking is perceived as one of the most recommended ways of leadership learning and it can be effective if it is designed with a clear purpose. In other words, networking with other schools within the surrounding with a clear purpose can be valuable and enhance leadership learning. Effective networking can assist novice principals as they will be able to receive support and assistance in performing their duties and responsibilities. Bush and Glover (2004) affirm that networking strengthens relationships between leaders in the same and different groups, communities, and systems. Thus, this will reduce feelings of isolation that novice principals may experience.

One of the main aims of networking is to encourage professional socialisation and mutual learning (Bush et al., 2011). In addition, this can provide strong potential for ideas to be spread to others. Shared sessions allow for both parties to share their experience and effective practices in leadership. Therefore, this will be an advantage for the novice principal's leadership journey.

Networking is also known as a feature of the ACE programme. Bush (2007b) states that networking is one of the most recommended modes of leadership learning. In addition, Brundrett (2006) adds that inter-school networks are very useful tools for school development. Therefore, the ACE programme in S.A aims to have school managers working and learning together in networks as this is also a well-known international practice.

This study attempts to understand how has networking assisted novice principals in performing duties and responsibilities in their school and how has networking strengthened their leadership role.

2.11.1.3 Mentoring and Coaching

Most researchers believe that mentoring and coaching programmes can be used as a strategy to handle challenges (Bush & Middlewood, 2013; Hernandez & Menchaca, 2011; Ng, 2015; Saidun et al., 2015; Stephenson & Bauer, 2010). According to Parsloe, (1992), the term mentor is defined as supporting someone by making time and resources to enable them to make use of their potential to the fullest and improve their skills while they aim to become better. In a school context, Daresh (2001) defines mentoring as an activity that assists school principals who aspire to make a great impact in school by receiving support from an experienced or retired principal. Researchers have noted that mentoring is an ongoing practice that is one of the strategies that is needed for novice principals (Boerema, 2011). Mentoring is known to be one of the learning methods of leadership development which is very purposeful and is connected to positive consequences. In addition, the positive consequences include an advanced career, increased self-respect, a great sense of belonging, and unlimited personal development (Ezeonwuachusi, 2020).

Coaching is a process that allows new knowledge to be obtained and growth to take place while performance improves (Boyce et al., 2010). Furthermore, Bush (2009) states that coaching “involves two people setting and achieving professional goals, being open to new learning and engaging in dialogue to prove leadership practices” (p.112). In other words, coaching involves

interaction between two individuals which results in growth in their specific field. Coaching can be a great benefit to novice principals as they can learn from experienced principals how to improve their skills and competencies.

Daresh (2001) affirms that mentoring and coaching may share the same principle. However, coaching focuses on improving performance within an individual's current job and mentoring focuses on long-term goals and developing skills and competencies. Furthermore, Deans et al. (2006) declare that coaching is a short-term process, and mentoring is a long-term process that emphasises on developing certain skills. Therefore, even though mentoring and coaching have different ways in which they can be utilized, the processes are similar. Both include a conversation between two individuals who aspire to achieve the same goals.

Mentoring is known as a key feature of the ACE programme in S.A (Bush, Kiggundu, & Moorosi, 2011). Effective mentoring results in a strong potential for deep learning. In addition, there is also evidence of international countries utilising mentoring as a leadership development strategy (Bush, Kiggundu, & Moorosi, 2011). In S.A there are two limitations with regards to mentoring: the cost of providing one-on-one mentoring and the availability of well-trained professionals with good experience. The success of the ACE programme is likely to resolve these problems.

The study peruses to understand was mentoring or coaching was offered to novice principals, how mentoring and coaching improved your leadership performance as a novice principal and do novice principals feel confident enough to be a mentor or coach to teachers and other stakeholders.

2.12 Theoretical Framework

According to Cohen, Manion and Morrison (2018), a theory is known as a general set of principles that are independent of a certain phenomenon to be explained. "A theoretical framework comprises the theories expressed by experts in the field into which you plan to research, which you draw upon to provide a theoretical coat hanger for your data analysis and interpretation of results" (Kivunja, 2018, p.46). The definition above illustrates that a theoretical framework is a beneficial tool that would assist me to organise ideas and concepts and will also connect my study with the existing knowledge in the field. It would assist me to

examine, interpret and analyse data. To understand the lived experiences of novice principals I will use the sensemaking and the adaptive leadership theories.

2.12.1 Sensemaking theory

Karl Weick known as the “father of sensemaking” formed the theory of sensemaking in 1969 (Weick, 1995, p.4). The concept of sensemaking was introduced to organisational studies by Karl Weick in the late 1960s. Brown et al. (2008) state that there is no agreed definition of the sensemaking theory but there is a view that it is a process that allows people to understand unclear or confusing events or issues. In addition, the sensemaking process is described as “structuring the unknown” (Waterman, 1990, p.41) by “placing stimuli into some kind of framework” that enables us “to comprehend, understand, explain, attribute, extrapolate and predict” (Starbuck & Milliken, 1988, p.51). In other words, sensemaking consists of and requires the articulation of the unknown because sometimes trying to explain the unknown is a way of seeing how one may understand it. Weick (1995) defines the sensemaking theory “as the making of sense”; an action people take to understand the situations in which they find themselves” (p.4). In addition, he states that sensemaking is known to be a process whereby an individual takes steps to comprehend situations.

Weick (1995) classifies sensemaking into seven aspects: the construction of identity, social activities and roles, enactment, the extraction and identifying of cues, plausibility, retrospective sensemaking, and the continuous aspects of sensemaking (McNamara, 2015; Tsvetkov, 2017; Weick, 1993, 1995). The seven aspects mentioned above become interlinked as the individual constructs new truths from the incidents that they want to make sense of (Currie & Brown., 2003; Maitlis, 2005).

Identity and the construction of identity are fundamental to sensemaking. According to Weick (1995), the matter of identity begins with his famous question “How can I think until I see what I say?”. He further states that in the question above all pronouns used are “I”. This illustrates that sensemaking begins with the individual and the sense the individual is trying to make of the situation. The conversation with oneself is the initial stage that permits an individual to make sense with others. Therefore, sensemaking is a difficult procedure whereby the self is interpreted by means of interaction with yourself and others. Identity is who we interpret ourselves to be in connection with the world, whom we want to be, and whom we are becoming while making sense of aspects (Cherneski, 2018; Josefsson, 2015; Perryman, 2011; Weick,

1995). For that reason, O'Connor (2015) notes that sensemaking influences whom is our true identity when we observe through the lens of "the constructed self" (p.102). In addition, "The self we see, however, is our ideal self, seen in the self-made world according to our custom-made identity" (Perryman, 2011, p.47) This identity "the sense of who one is", influences how we determine, explain and maintain information from "what is out there" (Weick, 2001, p.461). In other words, your identity will determine how you would explain, pick out, and keep information from your surrounding environment and make sense of it. A novice principal's leadership role is not constant, but it changes based on the specific situation. This involves novice principals to make sense about their approach of leadership in constructing situations they experience (Abrahamsen, Aas, & Hellekjær, 2015).

Weick (1995) declares that sensemaking is known as people coming together as a group, which relies on our culture and the current social interaction. Social interaction is determined by our social standards, upbringing, and education (Weick, 2001). Even though Maitlis and Christianson (2014) contemplate whether sensemaking occurs within a person or between people, they still regard sensemaking as a "fundamentally social process" (Maitlis, 2005). As a result, even if an individual makes sense by themselves, the way they feel and act are determined by the "actual, imagined or implied presence of others" (Maitlis & Christianson, 2014, p.66). In other words, to reason and give meaning to experiences people ought to communicate with others through verbal and non-verbal ways to search for information or to exchange stories and ideas. In the educational field, novice principals interact with other experienced principals as ideas are shared. Most of the novice principals take these ideas and share them in their specific schools with all stakeholders. Thus, during the social process sensemaking is negotiated, challenged, and jointly built (Maitlis & Christianson, 2014).

According to Weick (1995), sensemaking is known as a composition of action and cognitive put together. This is known as enactment. He further affirms that enactment takes place through cognitive processes and the pre-convinced idea about the surroundings or situation an individual is in. Andrews (1995) states that individuals change the shape of the enacted surroundings or situation because people are always taking action to make sense of what they face. Novice principals constantly work on their environments as they are challenged with new situations each day. They are constantly taking action every day to make their surroundings more effective. The process of enactment is continuous, the environment and the concepts that one is making sense of constantly impact each other (Currie & Brown., 2003; Muhren & Walle, 2008) declaring that the first response when attempting to create meaning is by communicating

about the situation in such a way that would interpret what one may experience, feel or think (Weick, 1995). Therefore, Marshall, (2019) concludes that sensemaking does not only understand the text moreover it is also about creating the text.

Marshall (2019) states when using sensemaking an individual should not only look at the conclusion but rather the context that resulted in the conclusion. When we understand the contextual circumstances, one asks themselves “how” the situation came into existence instead of “why” a decision was made (Weick, Sutcliffe, & Obstfeld, 2005). With the above, this would help identify cues that would inform the sensemaking process. Sensemaking consists of putting cues in a structure, mental map, or picture of one kind when they are interpreting the cues they recognise (Fellows & Liu, 2016; Maitlis & Christianson, 2014). The explanations that arise is based on the circumstance and character of the individual (Maitlis, 2005) which is controlled by filters such as a person’s interest, personal character, and a person’s unconsciousness (Twente, 2017). The filters mentioned above can prevent a person from perceiving all the relevant cues or may even direct the decision of which cues to pay attention to and which not to (Muhren & Walle, 2008). In a schooling context, the school culture may highlight certain sources for cues and ignore others. In other words, the culture of a school may inform the sense maker which is the principal where to look for cues for an effective school. This aspect is extremely beneficial for novice principals as they will have a guideline of what areas need attention promptly and what aspects can be dealt with subsequently. This may assist novice principals to plan their work accordingly and not be hands-on leaders which results in heavy workloads.

Bansler and Havn (2006) state that when one analyses the sensemaking process from extracted cues, an individual must remember that sensemaking is directed by what is logical to a person rather than what is accurate. Weick (1995) declares that accuracy is not essential as it is time-consuming and cannot always be accomplished whereas if one accepts plausibility, one can make sense of the experience or situation (O’Connor, 2015; Tsvetkov, 2017). If an aspect is plausible and is ample enough to provide the next step, that is more than enough for a person to act (Marshall, 2019). Sensemaking involves developing logical images with the consideration of past experiences which may not necessarily be correct to what one is experiencing (Paull, Boudville, & Sitlington, 2013; Weick, Sutcliffe, & Obstfeld, 2005) or even connecting cues to develop a picture of what is taking place (Maitlis & Sonenshein, 2010). Novice principals may fall into the trap of making decisions on certain aspects regarding their

experience from their previous roles in the school. They focus on what is logical rather than the most accurate way going forward.

Sensemaking is continuous and retrospective, whereby people create an idea of what has occurred (Gioia, 2006; Weber & Glynn, 2006; Weick, 1995). People can make sense of things that have already occurred and not things that will occur in the future. Novice principals are always engaging in the sensemaking process because they have to deal with unforeseen circumstances in their daily application in their leadership roles in schools, such as unhappy parents or even rebellious staff. Sensemaking includes the continuous retrospective development of acceptable images that justify what people are doing (Weick, Sutcliffe, & Obstfeld, 2005). In short, an individual thinks about and contemplates the conversation, artefacts, and happenings and tries and make sense of them. This is a process that requires one to reflect on the past and recognise that it depends on unreliable memory which can be very misleading (Weick, 1995). Even though this process may be seen as dejected, individuals can navigate through the world and understand what has happened. This will require other voices to assist with sensemaking. Cherneski (2018) states that “understanding is an ongoing process in sensemaking, which is influenced by social interactions and perceived or extracted cues” (p.59). In addition, Weick (1995) affirms the “more selves I have access to, the more means I should be able to extract and impose any situation” and the less the likelihood that I will ever find myself surprised” (p.24). In other words, increased social interaction will result in more ideas being exchanged and an individual can gain information that will help with any circumstance. This aspect will require novice principals to make sense of certain situations by thinking back on past situations that took place. This process can be deceptive as the principal has to depend on the situation which they sometimes cannot remember clearly to make a decision. However, some principals seek help from outside to gain information that will assist them with the situation.

Weick (1995) states that sensemaking is an effective, continuous process of repetitive meaning construction in which past experience is directed upon the possible future. When people are making sense there is always a new stimulus that affects the process of sensemaking. Weick (1995) affirms that is it difficult for novice principals to think about all the information they experience and know in their leadership roles. Novice principals have to select the information that supports their pre-existing experience, morals, and values about leadership. By doing so, the novice principal will look for cues in their surroundings and deal with challenges that they experience. A variety of scholars note that sensemaking takes place in a series of change

because the world, our relationships with the world, and our understanding of the world is always changing while we frequently seek to make sense of what occurs (Cherneski, 2018; Muhren & Walle, 2008; Twente, 2017; Weick, 1993, 1995). When one continually searches to make sense there is a continual gap, problem, or cognitive dissonance (Marshall, 2019). Problems are created from problematic circumstances which are uncertain and troubling (Weick, 1995). Furthermore, for the sense maker to resolve the problematic situation, the individual would have to search for clues in their surroundings as part of the sensemaking process. Therefore, this is an ongoing process as there are always problems in a surrounding as long as there is movement through time and space (Weick, 1995).

Therefore, the sensemaking theory is suitable for this study as novice principals will be able to make sense of their leadership roles in different situations, they find themselves in. Weick (1995) states that novice principals cannot think about all the information that supports their previous experience in leadership. They therefore construct meanings from the information, and they act on those explanations. The enactment of leadership for novice principals is also guided by social interactions with different stakeholders in the school. The way in which novice principals enact their leadership influences how they develop their identities as leaders.

2.12.2 Adaptive Leadership

This study uses the Adaptive Leadership Theory which was formulated by Ronald Heifetz in 1994. Heifetz (1994) states that the adaptive leadership theory can be perceived as a framework that assists an organisation to be successful in its demanding environments. Furthermore, Heifetz and Linsky (2002), describe the adaptive leadership theory that assists individuals to adapt to challenges and prepare them to take on the process of change. When an individual moves into a new environment brought by change, or are presented with new opportunities, they require new methods and abilities for them to develop, as well as the leadership to prepare them (Heifetz & Linsky, 2011). However, Khan (2017) states that adaptive leaders must not just make changes, but they first ought to identify the external surroundings and think about the most effective way for the organisation. Therefore, the adaptive leadership theory is suitable for this study as novice principals will have to think about their challenges thoroughly and find suitable solutions for the challenges that they experience (Khan, 2017).

According to Heifetz (1994), problems are shown in in two ways: technical problems and adaptive challenges. He further states that technical challenges are distinct, and leaders can

give a solution as the answer is already known. In addition, technical problems need skilful individuals to solve the problem and adaptive challenges need change, discoveries, and experiments from many locations in the organisation (Heifetz & Linsky, 2011). In this study, novice principals experiencing leadership challenges may ask for assistance from experienced principals or through networking groups to solve problems. With regards to technical problems, an adaptive challenge's core cause is uncertain and potential solutions are not likely to be implemented as this requires one to be teachable (Heifetz & Linsky, 2011). For example, novice principals may require to adjust their leadership skills such as delegation of staff, decision-making in the organisation, empowerment of educators, etc. The issue could be the reluctance of people to follow the new processes and procedures put forth by the novice principal. To solve this adaptive challenge, it is essential to change an individual's beliefs, routine, and ways of working as the challenge lies in the heart (Heifetz & Linsky, 2004).

Wale (2018) states that there are four main principles to adaptive leadership namely: emotional intelligence, organisational justice, development, and character.

Srivastava (2022) states that emotional intelligence is the ability to recognise and successfully control your own emotions and others around you. As an adaptive leader, this would be able to help one to build trust with others and promote quality relationships. Many times, adaptive solutions may need an individual to give up comfortable methods, acquire new skills, and adjust to a new procedure of working. This can be an uncomfortable process that can bring up emotions and distress for many individuals. However, by networking with others, this process may be much easier. Novice principals must be able to give up their old ways and come out of their comfort zones. This can be emotionally draining. However, the interaction with experienced principals can assist novice principals in adapting to new ways.

As mentioned above, adaptive challenges may not have a distinct problem and solution. Therefore, solving a problem or situation may require one to be creative and innovative (Srivastava, 2022). An adaptive leader ought to develop a surrounding or culture where all voices and views are heard. In addition, Wale (2018) affirms that an adaptive leader must be willing to accommodate others' views thus convincing them they are respected and valued. Having a variety of views would lead to greater buy-in which is required to successfully achieve the solution. This will help the organisations as a variety of creative ideas will be heard and challenges will be solved. Many novice principals are still learning in their new position.

They need to create an environment where all stakeholders' views are heard and respected. These views may assist novice principals with situations that they may face.

Learning new things as an individual or an organisation is an important element of adaptive leadership (Srivastava, 2022). Adaptive challenges cannot be solved using only existing knowledge therefore, a leader needs to be open with trying out various approaches, learning from failures, and finding new methods to solve problems that are present (Srivastava, 2022). In other words, if a technique is not achieving the expected, an adaptive leader must discover other strategies that can solve the problem (Wale, 2018). When new methods or techniques are discovered both the stakeholder, and the organisation would both develop and achieve growth. Novice principals must realise that they will fail at times. They must be open to using new techniques and methods that would assist with their development as a leader.

According to Srivastava (2022), adaptive leaders show a strong character and act following ethics and principles. To implement effective solutions to adaptive challenges, trust is required, and adaptive leaders are skilled in building it. Adaptive leaders classify themselves on the same criteria that they used for others this creates an atmosphere of respect and honesty (Srivastava, 2022). In addition, Wale (2018) affirms that adaptive leaders may not always be right, but they earn their respect from those they work with and practice what they suggest. Novice principals must remember to "practice what they preach". When a leader acts upon what they have said, it shows that you are staying true to your word, and you have a strong character.

2.13 Conclusion

This chapter discussed the connection between leadership and management and how a novice principal must have both skills to perform because a principal as a principal cannot function effectively with only one skill. When it comes to the leadership journey, a novice principal develops at different stages as discussed in the review and each stage requires a new set of skills to move to the next stage. Having a variety of skills can be very difficult, especially for novice principals as they are new in the position. In addition, the role of a principal has become a role that consists of a variety of aspects and demands. Although becoming a novice principal is a massive change in their career (Leithwood, 2005), individuals still want to pursue the position to develop their careers and edify their leadership skills. However, through this edification of their careers, novice principals face a variety of challenges especially in S.A. as there is no specific qualification that one needs to complete to become a principal. In other

words, an individual who has a bachelor's degree in education can become a novice principal. This can place a lot of pressure on the individual. With these challenges, novice principals use survival strategies that would assist them in reducing the challenges they face and effectively lead the school. However, the best way in which novice principals will be able to become successful at their jobs, is by making sense and adapting to the situations that they experience.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the research design and methodology of the study. According to Berg (2004), the purpose of research is to discover answers to research questions by utilising structured procedures. In this chapter, I discuss the research approach that the study uses, the research paradigm and design, and the research methodology with the following sub-headings: data generation instruments, sampling, data analysis methods, trustworthiness, and ethical considerations, and lastly the chapter summary. Creswell (2013) states that there are three research approaches that researchers use. These approaches include qualitative, quantitative, and mixed methods. A researcher is unable to pick out a random research approach; however, it is the study topic, aims, and research questions that decide the research approach that the researcher should use. For this study, the qualitative research approach was appropriate as this research approach was founded on answering research questions through the examination of many social settings.

3.2 Research Paradigm

According to Wahyuni (2012), a paradigm seeks to understand the philosophical realm in research as a set of views and assumptions. Each paradigm contains its set of philosophical assumptions that direct and structure thinking to explain reality (Denzin & Lincoln, 2003; Nieuwenhuis, 2007). Furthermore, Sepuru (2018) affirms that a paradigm is known to direct the researcher's pathway and shape the direction that the study will take place. In order to comprehend the leadership experiences, this study is positioned within the interpretive paradigm. Creswell (2013) states that the interpretative paradigm is a process that ensures an understanding of all fundamental factors that impact meaning development, human behaviours, and understanding. In addition, Cohen et al. (2011) note that the interpretative paradigm comprehends an individual's experience of situations in their natural settings. Interpretivists believe that there is a likelihood of understanding how people make sense of the environment in which they live and work. Therefore, it can be justified that an individual's actions rely on their surroundings and a great detail can be learned from how they become clear with their

environment. This is connected to the aim of this research as the purpose of the research is to gain a deeper understanding of the novice principals' interpretation of their leadership journey in their surroundings.

The interpretative paradigm was suited for this study as the aim of the research was to gain extensive knowledge of the novice principals' leadership journeys. Furthermore, this paradigm allowed me to use methods that would allow novice principals to talk about their experiences, which included their challenges and survival strategies.

3.3 Research Approach

This study used the qualitative approach as it assisted me in understanding and gaining in-depth information about the novice principals' experiences from their own perspectives. According to McMillan and Schumacher (2010), the qualitative research approach consists of constructions of ideas that arise from the experiences of the participant. In addition, Miller (1968) explains that this approach entails examining individuals in their natural surroundings and taking part in interaction with them under conditions of the participant to comprehend experiences of reality. Struwig and Stead (2013) affirm that in a qualitative approach, "qualitative researchers are interested in understanding the issues being researched from the perspective of the research participant" (p.11). Hancock et al. (2009) note that the qualitative approach requires the development of social phenomena with the focus of comprehending the world we live in. Therefore, as principals as social beings, I sought to comprehend their leadership experiences as they formed part of their working world.

With the utilisation of the qualitative approach in the study, it allowed me to gain information from the participants themselves (McMillan & Schumacher, 2014) as this approach allowed for direct contact with them. As Creswell (2014) mentions, this approach is appropriate for my study as it assisted me in discovering and comprehending the meanings of individuals or groups connected with their social or human problems. In other words, the qualitative approach was suitable for the study as it investigated the circumstances of novice principals, their behaviour in their new roles, and how they were affected by what they do.

3.4 Research Design

Yin (2003) declares that a research design is referred to as a plan that is used to conduct a study or “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p.13). In addition, the motive of a research design is to carefully design a method for creating empirical evidence that would be utilised to answer the research questions (McMillan and Schumacher, 2010). There is a variety of qualitative research designs namely: narrative research, phenomenology, grounded theory, ethnography, and case studies (Creswell, 2007; Leedy & Ormrod, 2001; McMillan & Schumacher, 2010). However, this study used the multiple case study research design to explore and describe experiences in the context (Baxter & Jack, 2008).

The multiple case study design appropriated this study as it involves the analysing and selection of more than one case that share common characteristics but also differs in some respects. In this study, the case was the experiences of novice principals. Furthermore, the experiences assisted with the comprehension of a variety of features of the ongoing circumstances in a bounded system (Baxter & Jack, 2008; McMillan & Schumacher, 2010). In addition, the experiences allowed for ample data generation from the selected cases which would assist in gaining a greater understanding of the circumstance that is been researched. The cases of the multiple research design in this study are six novice principal’s experiences from different primary schools. Multiple case studies are extremely beneficial as they are able to argue contrasting results or similar results in the study (Baxter & Jack, 2008; Stake, 1995). When cases are compared, the researcher can provide the literature with a significant effect from the similarities and differences (Vannoni, 2014). Baxter and Jack (2008) note that the evidence formulated from multiple case studies is known to be strong and reliable.

A multiple case study was best suited for this study as it permitted comparison and differences between the data and views of the different novice principals' experiences which assisted with understanding the phenomenon (Baxter & Jack, 2008; McMillan & Schumacher, 2010; Wahyuni, 2012). Furthermore, since the multiple case study research design allowed for open-ended answers to questions such as why, what, and how, I was able to understand the contrasts and similarities between the cases (Baxter & Jack, 2008; Stake, 1995). In other words, I was able to analyse each data within and across situations (Yin, 2003).

3.5 Research Participants

According to Sapsford and Jupp (2006), a sample is known as a group of people who are selected from a population, the population can consist of individuals which can be people, or anything which is of research interest. In this study, the sample was novice school principals from six different primary schools within a selected Education district. Maree and Van der Westhuizen (2007) note that sampling is known as a process that is utilised to select a part of a population for the study. Furthermore, McMillan and Schumacher (2010) state that sampling is selecting a group of participants from where data will be collected.

In this study, purposeful sampling was used as a selection strategy for choosing six novice principals. Creswell (2007) affirm that purposeful sampling is commonly utilised in qualitative studies. In this study, purposeful sampling was used as I wanted to get individuals who were appropriate individuals for the study focus. Cohen, Manion, and Morrison (2011) affirms that purposeful sampling uses knowledgeable people, in other words, people who would provide in-depth knowledge about a certain issue or maybe be honest about their professional role. Furthermore, I targeted specific principals who could share their information and draw a picture of the issues of the study. This is supported by Rule and John (2011, p.64) that participants should be “purposely chosen because of their fitness in advancing the purpose of research”.

Cohen, Manion, and Morrison (2011) state that in purposeful sampling, researchers physically pick the cases to be a part of the sample based on specific characteristics that need to be pursued. In addition, Creswell (2007) notes that researchers select specific sites and individuals because they can have an understanding of the research problem and situation connected to the study. In this study, the criteria used for purposeful sampling was to select participants that were serving in a principal position at a primary school. These principals were selected for their interest and knowledge in the educational field and their continuous involvement in their schools which was demonstrated in the local print media.

In this study, novice principals were appropriate participants for this study as the research topic involves novice principals and furthermore, novices would share face-to-face the journeys that they experience. Therefore, I was be able to get authentic data from the participants.

3.6 Data Generation Instrument

Qualitative researchers use a variety of processes for data generation (Gill et al., 2008). These processes may include interviews, observations, focus groups, and document analysis (Kumar, 2005). In this study, face-to-face semi-structured interviews were used as a strategy for generating data. Interviews were used as a reciprocal conversation whereby participants were asked purposeful questions to bring out feedback about their experiences, thinking, and actions about principalship (Wagner, Kawulich & Garner, 2012). Furthermore, Henning et al. (2004) state that interviews are uncontrolled steps that are aimed at discovering what participants perceive, sense, and understand. In other words, interviews were known as a method that was directed by the researcher including the participant to have rich discussions about viewpoints and emotions.

3.6.1 Semi-Structured Interviews

Delve (2022) states that semi-structured interviews involve the researcher asking participants broad questions and probing questions to explore in-depth the responses and the topic of interest. In addition, George (2023) explains that semi-structured interviews are a mixture of organised and unorganised types of interviews whereby some questions are pre-planned, and others are not. Boyce and Neale (2006) note that semi-structured interviews do not solely give a variety of in-depth information from other data collection methods, but they deliver a moderate surrounding to gather information. Even though there is a relaxed atmosphere, in semi-structured interviews, the interviewer is allowed to ask participants questions from a broad area of sub-topics within the main research topic. These interviews allow the researcher to engage with the participant by asking open-ended questions about the research topic and areas that the researcher discover (Hancock et al., 2009). In addition, Creswell (2007) affirms that these interviews permit the participant to share their knowledge about their experiences and express their perceptions about the research aim. Thus, semi-structured interviews grant participants to give purposeful information about their practices, actions, or experiences in a comfortable atmosphere to the interviewer.

For this research study, I interviewed six primary school novice principals. Interviewees were asked pre-planned open-ended questions, and this allowed for probing. Best and Khan (1986) state that in semi-structured interviews, probing is commonly utilised as it allows for the clarification of unclear questions to the interviewee and also extensive information about the

area. Each interview took approximately thirty to forty-five minutes. Before the interview session, appointments were made with each participant at an appropriate time for them and in that time, they were informed about the purpose and duration of the oncoming interview. At the briefing session, participants were allowed to select the date, time, and place for the interview. Furthermore, at the session participants were informed about the key areas of discussion that would be a part of the semi-structured interviews. This action is supported by Opie (2004) as he mentions that the aim is to aid the researcher with accurate, different responses that will not be persuaded by the pressure of the interview or by the thought of a specific desired response. Participants were encouraged to raise issues as Henning et al. (2004) affirm that interviews are a two-way communication. This created a functional space for each participant in which they did not feel like they were being ‘tested’ but rather contributed insight information for the study (Henning et al., 2004).

When the interview was in process the data were recorded upon obtaining the permission of participants using two cell phones as one served as a backup tool. In addition to the recording, I made field notes. These notes assisted me in remembering and exploring the process of the interview as I had a written account of what I would be heard, experienced, and thought during the interview process. Furthermore, these field notes would be helpful as they captured the body language and facial expressions of the participant. Therefore, recording the interviews was important for the study so that they could be transcribed verbatim at a later stage during data analysis.

3.7 Pilot Testing

Leedy and Ormrod (2015) state that pilot testing is to test a specific instrument and carefully examine if there are any errors or weaknesses in the planning of the actual study. Furthermore, Arain et al. (2010) affirm that “pilot testing is a small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for larger studies” (p.70). In other words, a pilot test is a trial version that is put in place in preparation for a full study. Pilot testing aims to test certain methods and ensure that participants understand the instructions, terminology used, and questions asked to prevent the failure of collecting much data (Gumede, 2018).

The pilot testing took place by utilizing a primary school novice principal. The semi-structured interview questions were asked according to the instrument. Once the interview was completed

the results were analysed and I reflected on the process. Then I formulated a written report and captured all the key findings. Lastly, I made necessary adjustments to the interview schedule and prepared for the main interviews.

Once the pilot testing was completed, I noticed that the order in which I had asked the questions whereby I first unpacked the participant's background and then moved on to in-depth questions broke the ice as I got to know the participant. In addition, I realised that if I probed on each question, similar responses were given. Therefore, I had decided in the main interview that I was going to only probe when necessary. Furthermore, I noticed that two of the questions were repeated concerning the participant's support that they had received. Thus, I changed this question to gain more understanding of the topic of support of novice principals.

3.8 Data analysis procedures

Cohen et al. (2007) state that data analysis is when the researcher makes sense of the data about the “participants definitions of the situation, noting pattern's themes, categories and regularities” (p.461). In other words, the researcher becomes clearer about the participants' interpretation about the phenomenon under study. Patton (1990) notes that there is no one way for analysing data but there are guidelines whereby the researcher must use their full intellectual capacity to illustrate the data and communicate how the data is connected to the study.

For this study, a thematic analysis was utilised to analyse the data from the interviews. Thematic analysis is a method used to pick out, collect, examine, and report on patterns found in the data (Braun and Clarke, 2023). In other words, thematic analysis aims to create the significant themes and use them in the study to describe the phenomenon. Furthermore, it also reveals the main recognisable patterns of meanings shown in the data. The main significance of thematic analysis is that it is one of the most structured and transparent forms of work because it considers the development of the themes as important without sacrificing the depth of analysis (Sepuru, 2018).

Braun and Clarke (2023) identify six steps to thematic analysis that one has to follow (Figure 3). In the first step, the researcher would have to become more familiar with the transcripts. To do so, I first had to listen to all novice principals' recorded interviews repeatedly. These interviews would then have to be transcribed verbatim. By transcribing the interviews, it

allowed me to become more familiar with the data. During the second step, data would have to be coded using coding schemes which will assist in simplifying corrections between data. For the study, I classified data accordingly and looked for keywords and clauses. In the third step, the researcher would have to search for themes in the data, I searched for patterns that emerged from the leadership experiences and views of novice principals which directly related to my research questions. During the fourth step, themes would have to be reviewed, I ensured that the themes identified would match the codes identified in step two. In the fifth step defining and naming of themes would have to be formulated, I made notes to link them together and I defined and named each of them. This assisted me with initiation of the sixth step which was writing a report on the findings.

In this study, the inductive analysis specifically the thematic analysis procedure was used, as themes emerged from the data rather than the themes being established before the data collection and analysis (Patton, 1990). This data analysis assisted me in breaking down the data and looking for keywords. Furthermore, the inductive analysis allowed me to look for themes that emerged from the data of views and experiences of leadership and management which was directly linked to my research questions.

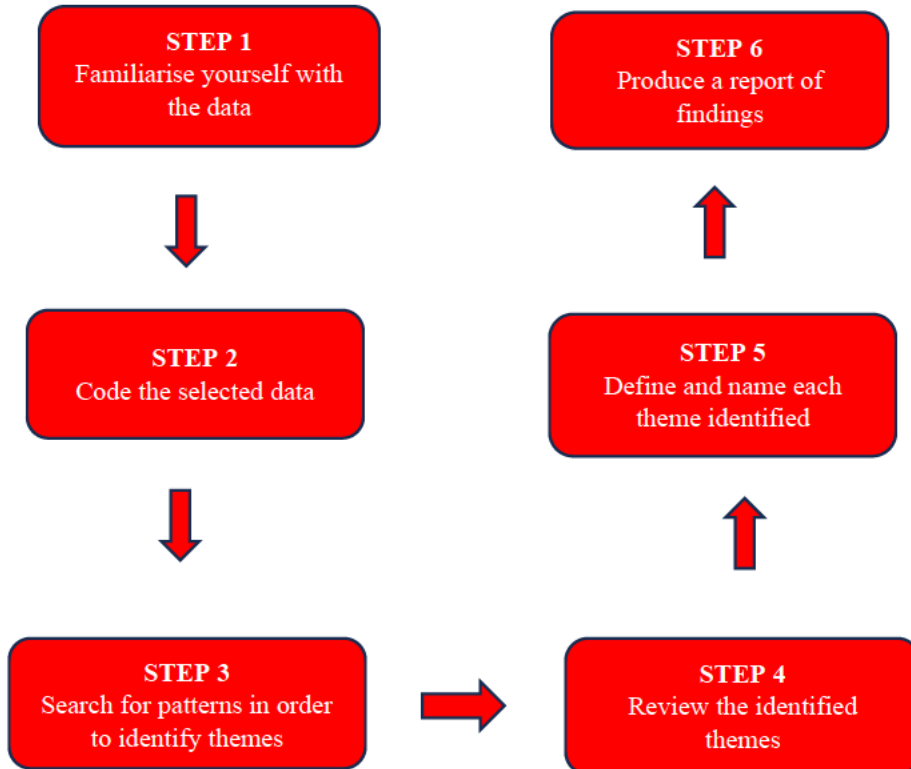


Figure 3: Six steps of thematic analysis (Braun, 2023)

3.9 Trustworthiness of the study

The trustworthiness of a research study is extremely important as it ensures that the quality of the study is acceptable and the data that is provided in the study is true. Creswell (2008) states that the researcher must ensure that all findings, conclusions, and explanations are true and accurate. There are a variety of techniques that qualitative researchers use to ensure trustworthiness. Lincoln and Guba (1985) note that there are four guidelines that are used to assess trustworthiness; these guidelines are credibility, transferability, dependability, and confirmability. However, for this study, only credibility and confirmability were applicable.

3.9.1 Credibility

According to Lincoln and Guba (1985), credibility is known as participants responses that are recorded to the most accuracy. In addition, Shenton (2004) affirms that credibility refers to the relationship between the research findings and reality. To verify credibility, I requested permission from the participants to utilise an audio recording device to record all interviews. Once the interviews were completed, the interviews were transcribed verbatim. Rule and John (2011) assert that the technique of member checking is a good method to confirm credibility. Therefore, in the study, participants were given the option to read through the interview transcripts for verification and to ensure that the responses were accurately represented.

3.9.2 Confirmability

Wahyuni (2012) states that confirmability refers to which research findings are constructed on the responses of participants. In addition, the concept of confirmability refers to the extent to which the study achieves what it has planned to achieve (Lincoln and Guba, 1985). Shenton (2004) affirms one way in which confirmability is shown in research is by ensuring that the findings are accurate to the participants views and experiences and are not based on the researcher's perceptions. Confirmability was achieved as participants were given the interview transcripts to verify and confirm the accuracy of what they shared during the interviews. Furthermore, to enhance confirmability in a study, a strategy known as critical peer checking was used to eliminate researcher bias (Merriam & Tisdell, 2016; Rule & John, 2011). This was achieved as I re-read the transcripts to ensure that there was accuracy of the data.

3.10 Ethical Considerations

According to Flick (2014), ethical consideration is a procedure that is utilised to ensure that those taking part in the study are protected. In this study, I ensured that all ethical issues were addressed. By addressing the ethical issues, it assisted with the quality of my research and improved the trustworthiness. The permission from the KwaZulu-Natal Education Department was granted which permitted me to conduct my research study in six different primary schools in the Harry Gwala District. At the University of KwaZulu-Natal, an ethical clearance application was submitted to the University Ethical Clearance Committee and approval was granted. This approval permitted me to continue with the research process. The above process was significant as it ensures that the research is scientifically and socially approved (Durrheim, 2002)

I also gained gatekeepers permission for each school in the study. This permission allowed for entrance into the research sites. The participants which are six novice principals were given informed consent forms whereby I obtained their consent. These forms ensured that participants understood all aspects of the study that they were committing to. In the informed consent forms, I gained permission from participants to record the interviews of the research project. I explained to participants that they had a right to withdraw from the study at any given time that suited them without any consequences. In addition, they were informed that their privacy and anonymity would be taken into consideration. Cohen et al. (2007, p.64) state that “the essence of anonymity is that information provided by participants should in no way reveal their identity.” Thus, to respect the anonymity of the novice school principals, I used pseudonyms for their names and the schools.

All research data would be kept in a lockable cupboard for five years. After five years all documents would be disposed of and shredded and all electronic recordings would be deleted.

3.11 Chapter summary

Chapter three explains the research design and methodology that would be used to conduct the study. I chose and explained in great detail the qualitative research approach and its appropriateness for the study. The concept research paradigm was discussed in line with the research topic, and it was suitable to involve the interpretivist paradigm for this study. The chapter also discussed the research design and the reasons for the choice of a multiple case

study design. I then explained the selection of research participants and the data collection method that would be utilised. Thematic analysis was discussed as this would be used to analyse the data from the study and the elements of trustworthiness applicable to the study were discussed. Lastly, the chapter dealt with ethical issues in which the rights of participants would be protected and guaranteed. The next chapter will give an analysis and presentation of data.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses data. The data came from interviews with novice primary school principals. In presenting the findings I included quotes to show direct and authentic evidence in participants' own words. The chapter commenced with the presentation of the schools and participants' profiles. I used pseudonyms for both schools and participants to ensure anonymity. Thereafter, the chapter presented and discussed five themes that emerged from the data. The themes were novice principals' perception of their roles, factors affecting leadership and management, challenges novice principals' encounter, support and training for novice principals and participants' opinions and perspectives. I ended the chapter with a summary of emerging issues.

4.2 Profile of Schools and Participants

4.2.1 Schools

All six schools are located in the one district of the KwaZulu-Natal province. These six schools are all in different quintiles, three are in quintile one, one in quintile two, one in quintile three, and one in quintile four. The pseudonyms of the schools will be abbreviated as I continue with the data presentations. The abbreviations are as follows:

Name of school:	Abbreviation
Riverside Primary School	RPS
Imbali Primary School	IPS
Old Market Primary School	OMPS
Landwood Primary School	LPS
Xolaxola Primary School	XPS
Sunfield Primary School	SPS

Figure 4: Profile of schools

Riverside Primary School (RSP) had 168 learners enrolled and 13 teachers, 10 of them were post-level one, 2 were post-level two (Department Head) and 1 was post-level four (Principal). The school had 8 classrooms which were utilised for teaching and learning. In terms of classification of school sizes, RSP was considered as a small school.

The enrolment in Imbali Primary School (IPS) was 230 learners and there was a total of 8 teachers, 6 post level one, 1 post level two, and 1 post level four. The school had 7 classrooms which was for Grades R-7. IPS was known to be a medium size school.

Old Market Primary School (OMPS) had 102 learner enrolment and 5 teachers, 4 of them were post level one, and 1 was post level four. The school did not have a Department Head because of its size. There were five classrooms whereby most grades shared a classroom. This school was classified as a small school.

Landwood Primary School (LPS) had a learner enrolment of 537, 15 teachers, 10 post level one, 3 post level two, 1 post level 3, and 1 post level four. There were 15 classrooms that were used for teaching and learning. LPS fell under a medium sized school.

Xolaxola Primary School (XPS) had 893 learner enrolment and 26 teachers, 21 post level one, 3 post level two, 1 post level three, and 1 post level four. XPS had a total of 17 classrooms whereby one classroom was used as a computer room and 16 were normal classrooms. XPS was a large school.

The learner enrolment at Sunfield Primary School (SPS) was 19 learners. The school consisted of 3 teachers, 2 post level one, 1 post level four. SPS did not have a Department Head due to the size of the school. SPS has a total of 2 classrooms whereby most grades share classrooms due to the number of learners in the school. The classification of SPS was known to be a small school.

4.2.2 Participants

The principal, Mrs Bee of RPS was 35 years old. She had 13 years of experience in the educational field, and she obtained her Bachelor of Education Degree in 2022. Mrs. Bee began her educational journey in 2011 as a grade one educator at her current school. She was then appointed as a Department Head. A few years later she was promoted to a principalship position.

Mrs Rose is in her fifties. She had 25 years of experience in education. The principal of IPS obtained her Bachelor of Education Degree in 2010. She started at her current school as a post-level one in 2003 and was promoted to principal in 2021.

Mrs Chapman was 49 years old. She had 20 years of experience and achieved her Bachelor of Education Degree in 2012. Mrs Chapman started her educational journey as a post-level one and thereafter was promoted as a Department Head. She was then appointed as a principal in 2020.

Mrs Jones is in her early 50's. She had 30 years of experience in the educational industry. She obtained her Honors Degree in Education in 2003. In 2021 she was appointed as a principal in her current school.

Mr Ben of XPS was 51 years old. He had 26 years of experience. Ben obtained his Undergraduate Diploma in 1995 and his honors Degree in in 2007. He started as a Department Head at his current school and then moved up to deputy principal. In 2019 he was promoted as a principal in his current school.

Mrs Dube of SPS is in her early 60's. She had 19 years of experience in the educational field and obtained her bachelor's in education degree in 2000. Mrs Dube was a Department Head for a few years and in 2019 she was appointed to the principalship position.

4.3 The discussion of themes

4.3.1 Theme 1: Novice principals' perceptions of their roles

The main issue discussed under this theme is how novice principals explained the perception of their roles. The theme is divided into different sub-sections. Each sub-section is derived from the South African Standard for Principals as this policy explains the different roles of a school principal.

Within the perception of the roles of novice principals, participants indicated how they were improving teaching practices and learning in their schools. This section was connected to the role of leading teaching and learning. The content is broken down into three sections; methods used for curriculum evaluation, monitoring the on-going evaluation of schoolwork, and how monitoring of schoolwork improved teaching and learning. I focused on curriculum evaluation as this is one of the main roles of a principal according to the policy of South African Standard

for principalship. Curriculum evaluation is one of the most significant duties for a principal as it assists with student achievement and the improvement of teaching practices.

Mrs Chapman (OMPS) shared her view. This is what she had to say:

In my school, we use appropriate teaching and learning methods in which we include resources that ensure that our learners are motivated to perform at their best. We also make sure that we use the learning and teaching environment that enables all the learners to be productively engaged individually and cooperative learning.

In addition, Mrs Chapman reported the methods that she had used for the ongoing evaluation of schoolwork:

The class visits are done once per term. We also moderate each paper before it can be administered to the learners and the QMS is done twice a year for evaluating the performance levels of the individual in order to achieve high levels of the school performance.

Based on the above responses, I asked Mrs Chapman who had done these evaluations. She said,

“It’s the principal. We don’t have HODs.”

She further explained how the procedure was carried out at her school to improve teaching and learning.

“When the exams are done, then we do the analyse, then we do the improvement plan how are we going to improve if the results are bad. Then we decide how can we maintain the performance if the performance is good.

Mrs Rose (IPS) explained the methods that she had used for curriculum evaluation as follows:

“In the foundation phase, we do continuous assessment and then with the intermediate and senior phases they do projects, and we also do class tests and homework just to check their level of understanding then the control tests are for the overall curriculum for maybe the term.”

Furthermore, she explained that at her school the HOD had evaluated schoolwork. This is what she said:

We do that just to make sure that the books are marked and that their teachers are sticking to the ATPS they are doing the right thing. The HOD does that.

Mrs Rose reported that the method discussed above had improved teaching and learning as teachers are more serious and hands-on with their work. This said the following:

Yes, I think it has improved teaching and learning because everybody is now serious and hands-on because they know they will have to answer if things don't go well. We must be accountable.

Mrs Bee (RPS) discussed the procedure that she had used for curriculum evaluation. She said,

"I always like to look at our learner achievement at the end of the term, even though the staff will look at it, I like to also see who is progressing. But with the curriculum, we do the checklists to make sure that we are following what we need to, and we do our planning according to the ATPs given to us."

She further explained the checklist method that they had implemented at their school for the ongoing evaluation of schoolwork and improvement. This is what she said:

The checklist is where the HODs check the teachers' actual activities taught in the week. It's done on a weekly basis. It assists by checking on teachers because they will make sure that they are marking constantly.

Mrs Dube (SPS) explained how meetings assisted her with curriculum evaluation. She said the following:

Through phase meetings and subject meetings, it is whereby you get the correct information, of what assessments are needed in this subject like some projects or some need tests. When you are doing those subject meetings and the phase meetings.

In addition to the evaluation of schoolwork, Mrs Dube had a similar method to that of Mrs Rose and Mrs Bee. She reported that she had looked at learners' books and also did class visits almost every month which had been effective for teaching and learning. She explained,

"I make sure that each and every month I visit the class to make sure that the teaching and learning are effective, and I also look at the books of the learners to see that the work is carrying on and I look at the planning of the teacher."

On the same subject of curriculum evaluation, Mrs Jones (LSP) reported her view on the curriculum evaluation methods that she had used. This is what she had to say:

We've got workshops and team building. Workshops do have a lot because they help us to work together, and we end up knowing each other more as a team.

She also shared her view on the method for ongoing evaluation of schoolwork and how it had improved the quality of teaching and learning. She said,

"We will always do curriculum monitoring at my school. It has improved a lot of teaching and learning activities at school because teachers are now more effective with their marking activities correctly. They are marking activities; they are done correctly and there's a lot of improvement in teaching and learning".

Mr Ben (XPS) reported a variety of methods he used. He said,

"I use moderation. whatever tasks the teachers give to learners, pre-moderation and post-moderation help us to evaluate the standard of the work that's given to learners. Class visits help me a lot also because I'm able to see the quality of the delivery of lessons, and how teachers interact with learners. Also to analyse results from time to time helps us a lot because we are able to identify where we lack most and then take steps to improve that".

Furthermore, Mr Ben explained the self-evaluation scheme they used:

"We conduct our school self-evaluation to check what is happening it is organized into 9 sections. So that helps us a lot to check how we are doing as a school to self-reflect. And to identify areas of weakness, of development, the results of learners every term how the school has performed, how the learners have performed in class and to check areas like subjects where they are not doing that well and then to actually identify areas within that subjects that are contributing to that kind of poor performance".

Based on the above response, he explained how the evaluation method improved teaching and learning. This is what he said:

I used to see how after we've talked about something or when the HODs and deputy principal supported a teacher where they lack something or where we have seen that they can make an improvement, then after that we can see the learner's work and also the teacher's openness and new confidence that they get to try new things that we will recommend them.

The above evidence illustrates that some novice principals focused more on improving the teaching area rather than the learning area. This suggests that some of the participants struggled with finding a balance between teaching and learning. Furthermore, data shows that those participants were inexperienced in this role, and from their leadership journey they were post-level one educators before being promoted as principals. The above is aligned with the Sensemaking Theory by Weick (1995) as it involves developing logical images with the consideration of past experiences which may not necessarily be correct to what one is experiencing (Paull, Boudville, & Sitlington, 2013; Weick, Sutcliffe, & Obstfeld, 2005). This shows that they were making sense of their current situation whereby they were taking experience from their previous roles. However, other participants focused on both teaching and learning. These participants had experience in another leadership role before becoming principals. Thus, they had more experience with the role of improving teaching and learning.

In the second role, I engaged in policy formulation and discussed what procedure novice principals used to formulate school policies and whether their policies were in line with the provincial or national policies.

According to my understanding, policy formulation is identifying a problem and coming together as a team to come up with ideas or alternatives to solve the problem and crafting them onto paper to form a policy. Policy formulation consists of mainly identifying educational issues, setting goals, and discovering strategies and actions to achieve those goals (National Education Commission, 2024)

Mrs Chapman (OMPS) explained the procedure of how as a novice principal she conducted her role regarding policy formulation at her school. This is what she said:

So, we must come together as the teachers and come up with the policy, and then after that, we present it to the SGB these are the things that would shape the school. Then after that, we present it to the parents, and then the parents will sign and approve the policy.

In addition, Mrs Chapman shared her view on one of the policies formulated at her school that was in line with the provincial and national policies. She explained,

“Financial management because a school cannot function without money, so managing school finances you must follow the protocols for managing the school’s budget which

includes approvals by the SGB and the parents. The financial management system is from the South African Schools Act.”

Mrs Rose (IPS) reported her procedure of policy formulation at her school. She expressed how they used shared leadership at their school as each individual must feel like are they part of the school. She said the following:

We share everything and that helps us to own whatever decisions we make. It's not a one-man show, so it starts with the SMT and then we go down to the staff.

Based on the above response, I probed and asked her how the procedure of policy formulation benefited the school. She said:

“I think it was in quite a good way because everybody can own up and we can get better ideas when sitting together. Unlike when I decide to do some things alone, I will think that that's the best way of dealing with it or approaching it. But when you sit with other people, you find that they have got better ideas than the one I have.”

Mrs Bee (RPS) explained that not all staff assisted with policy formulation because not all her staff had the same vision as yet. Thus, she only included the SMT as part of policy formulation.

So, most of the time it's not all the staff, but it's definitely SMT. Not all the staff probably have the same vision yet as they are new, but SMT together with me, we have one goal.

Mrs Bee explained that she used the Curriculum Assessment Policy Statement (CAPS) and allocated times for each subject when she was formulating timetables.

The one that we just recently also re-looked at was part of the National Curriculum. We are following because we are following the times that are allocated for each subject. The CAPS curriculum and also assessments with the ATPs, with the revised ATPs.

Similar to Mrs Rose, Mrs Dube (SPS) explained that since she came from a small school of 19 learners, she practised shared leadership when she formed policies. She said the following:

As a smaller school as teachers and SGB, we sit together, we discuss all for policy formulation of the school. So, we are sitting together as the teachers and SGB we don't exclude somebody here at school.

Mrs Dube further gave clarity on a policy that was in alignment with the provincial or national policy.

“The policy of the school is the safety policy; it is in line with the national policy whereby the department also gave us safety officers. So, it is in line because everyone here in the school is supposed to be protected.”

Mrs Jones (LPS) shared her perspective on the procedure of how all her staff worked together as a team to form policies. She said, *“Yes, we all sit together as a team and formulate policies.”*

In addition, she gave an example of a policy that was in alignment with provincial and national policies.

Departmental policies and circulars are most important as they are formulated by the department. For example, the South African School Acts. It ensures that all learners must have access to quality teaching and learning.

Mr Ben (XPS) reported that since he came from a large school of 893 learners, he was able to sit with the deputy principal if it did not require a large gathering, however, if it was a policy that required a lot of ideas, he would sit with SMT. He said:

“If it's something that we can say does not need a large gathering of people like the SMT or the whole staff. Then I'm able to discuss it with my DP. But then if I am able to sit with the SMT and discuss things they are able now to come up with different ideas.”

In addition, he further explained a policy that is in line with the national or provincial policy. This is what he said:

Finance systems we get instructions about that from the South African Schools Act which sets the role for who should do what when it comes to finances, the finance officer, the principal, the SGB, how the school funds should be used, and how the school accounts should be managed. All of those things we get from the South African Schools Act.

Based on the findings above, participants had different perspectives on how to formulate policies. All participants practiced shared leadership, however, while some elected to involve many colleagues across the structure, others opted to harness a few. This illustrated a challenge with the formulation of policy and development of the school. From the above data, the key essence was that some principals were rather conservative, regarding policy formulation in that they tended to rely on national and provincial policies. Others were more creative in that they used national and provincial policies as a guide and developed their school policies.

In the third role, I engaged in the subject of professional development programmes and their benefits. Participants were asked what professional development programmes they had at their school and the benefits of those programmes. This role discussed two parts which included professional development programmes for staff and how these programmes benefit the staff.

Based on my understanding, professional development programmes are programmes that assist staff in improving their skills personally and increase student outcomes in the classroom. In addition, these programmes give teachers an opportunity to have ongoing learning. Professional development programmes are known as continuing educational programmes whereby training is given to an individual after they have entered the workforce to keep them up-to-date and advance their career (WebCE Staff, 2020).

Mrs Chapman (OMPS) reported that she used two types of ways to empower and develop her staff which were workshops and cluster meetings. This is what she said:

It's only curriculum workshops that are done by the department, and then the cluster meetings.

Based on the above response, I further asked Mrs Chapman how workshops had assisted with staff empowerment. She said:

“The programme helped the staff to be more innovative, collaborative, and dedicated because when you come from the workshop you see things that you omitted at the time you were not told. Even if there was a workshop this year and then there is even a workshop next year, there are things that you were omitting when you were doing the things last year. So, this year you will see there are some things that you were omitting that can be good for this. So, you are just renewing what you have already got.”

Mrs Dube (SPS) shared a similar view to that of Mrs Chapman. She claimed that she encouraged her staff to attend workshops and cluster meetings.

“I always ask them to go to these cluster meetings, even to the workshops.”

She further explained that these meetings and workshops had assisted her staff with the preparation of assessments.

These programmes make it easy for teachers to assess with different assessments because it's not only tests, so they are broad in terms of assessment. The programs assist them in knowing that there are different assessments and how to do them.

Mrs Jones (LPS) reported the types of workshops that she organised for her staff. She said the following:

I organized orientations, QMS, and government workshops.

She further pointed out how these professional development programmes assisted her staff.

“They empower them a lot because they gain knowledge, and they develop as a staff and as individuals.”

Similar to Mrs Jones, Mr Ben (XPS) discussed the workshops that he had organised for his school.

“There was a workshop on discipline that we organized. And then there's one on leave measures. And then there's one on personal finance that we did. So, we actually identified this because we saw the need for these different areas to be addressed with the educators.”

Mr Ben further reported how workshops had assisted his staff to become more aware of certain areas. This is what he said:

They were not aware of what is expected of them what the law says, and what the education policies say. Because much of the time, what I've noticed is that we learn through colleges and so on and then we come here, but then we somehow stop learning and stop reading to what regulates our practice as teachers. So, they become more aware that such, and such things are actually written the policies, and these are instructions from the department.

Mrs Bee (RPS) reported the workshop that her school attended. She said,

“We only had one this year where we went to Pietermaritzburg, and it was an ACSI workshop where we went to learn how to deal with different situations in a school.”

Based on the above response, I further asked Mrs Bee how this workshop had assisted them. She said the following:

“It empowered us by learning more about ourselves. I think that time we the staff did a lot of introspection or self-evaluation, and we came back better than before.”

Mrs Rose (IPS) shared a completely different view from other participants. She reported that she had not organised any professional development workshop for her staff as she was still trying to get used to the position. This is what she had to say:

I haven't done any. I'm still finding my feet. I'm still trying to understand a number of things.

I further asked her when she was ready to organise professional development workshops, how would it benefit the staff. She explained:

“They do help us improve because most of the time that the workshops are there for us to find it easy to do our jobs, so most of the time we improve on the standard of teaching because of these workshops”.

According to the DBE (2015), it is the job of the principal to facilitate a variety of professional development, orientation, and induction programmes to enhance the instructional abilities of teachers. There were diverse responses from the participants, some participants realised that they had a dual role of learning to be a principal and developing their staff to improve their skills while others could not cope and find a balance in their new role.

The fourth role involved communication between novice principals and parents. This role is categorised into two sections which include forms of communication between home and school and communication with parents concerning extra mural activities. Participants were asked what forms of communication they used at their schools to communicate to parents and how they communicated and encouraged parents to be part of extra mural activities.

Communication is important in any school as it builds trust among principals and parents and provides mutual support. When principals communicate with parents, parents feel like they are part of the school which creates a positive school culture. Here you can draw from literature.

Mrs Bee (RPS) claimed that she had used parents’ meetings as an open form of communication.

“Our parent meetings are one way of opening that channel of communication. Although some parents don't attend, it has definitely grown. The relationship between the parents and the teachers.”

In addition, Mrs Bee explained that she did not have to force parents to come and watch their children because they were overly excited if their children were chosen for any extra mural. This is what she said:

Parents are actually very excited when their children are chosen for anything extra mural, whether it's a small match, but our parents love that. We don't have to force them they are there, they come, and they participate.

Similar to Mrs Bee, Mrs Jones (LPS) also reported that they used parent meetings, open days, WhatsApp groups, and notices to form open communication. This is what she said:

We do it through parents' meetings. We organize open days. We also have WhatsApp groups that is where we send our messages, we have notices that we send with the kids.

Mrs Jones also discussed how she communicated to parents to be involved in extra mural activities. She said,

"I encourage the parents by involving them. We take them along when we go for excursions and when we go for sports events."

In addition, Mrs Ben (XPS) shared a similar view to Mrs Jones concerning communication. He said that he had used letters, social media, and meetings. He had the following to say:

We use letters. They help us a lot. We give learners letters to take to the parents. We use social media Facebook and WhatsApp and the parents' meetings.

When we want to make people aware of certain things or when there's an event where we want the community involved, we send letters to, like churches to be read there. Also, when we work with the local counsellors of the wards, whenever they have a meeting and we have something to communicate to the community, we are able to send them through those meetings.

However, on the other hand, Mr Ben explained that the extra mural department had been their greatest weakness. This is what he said:

That's one of our biggest weaknesses, we tell the parents in the meetings and then we get letters out to say that we have an activity but then we haven't done that properly throughout the years.

Mrs Chapman (OMPS) pointed out that she used only one form of communication which was writing letters. She said,

"So, for us, we are writing letters to the parents. That's the only form."

In addition to the above, she said that these letters were to invite parents to meetings. This is what is said:

So, learners sometimes forget to give the letters to the parents, so if they give these letters to the parents, they attend meetings because we only call them for meetings.

She also reported that they only did extra mural activities that were interhouse as their finances did not support it. She further reported that parents were not interested in coming to school to watch. She said,

“We just have interhouse. Our finances don’t support us much, so we are just playing around, so the parents are not interested to come and watch.”

Mrs Dube (SPS) reported that she used the following ways of communication. She expressed,

“Most of the time we just phone the parents. We also send SMSs because it's not easy with email, it is not working. We also write the letters to the parent and make sure that it goes with the staff working here at school or I go on my own to the parent.”

She further gave an example of when she would phone a parent. This is what she said:

I'll just phone because I'm worried that they are traveling long distances. So, I'll ask if the child was sent to school. Maybe the parent will say no. She is here. She did not come because it's not well.

However, Mrs Dube reported how she lacked with communicating to parents concerning extra murals. She further gave a reason and explained it was because of the students being very young in the school. She said the following:

We do extra mural activities, but we are doing them together at the school we are not inviting others to the school because our children, they are very young. But we make sure that we are just dividing our learners to take part in different activities.

Mrs Rose (IPS) reported her forms of communication. She said,

“I use social media, write letters when there are new developments, and invite parents.”

In addition, she claimed that she informed parents in advance should there be an extra mural that her school took part in. This is what she said:

We invite them sometimes to come watch their kids when they are doing their activities, and they support them. It makes the children perform better when their parents are around because they want to impress them. Sometimes when we're not at school, we let them know of the dates. We let the parents know that on such a date, we are going for cross country and at a certain sports ground and then they use their money and go and visit there.

Trail (2000) states that the school principal as a leader should act as a facilitator and work jointly with all the stakeholders to achieve the goals of the school. Participants had a variety of responses which included: social media, letters, parent meetings, open days, and phoning parents. Thus, the above response, illustrated that some participants had used creative ways in which they were regarded as effective communicators while others continued to practice traditional means of communication that needed to improve to become effective communicators.

4.3.2 Theme 2: Factors affecting leadership and management

In this theme, I seek to present and discuss the factors that affect leadership and management in novice principals' schools and how these factors affect the school or the novice principals. Furthermore, in the next parts of the theme, I highlighted how being a local novice principal and the size of the school affect leading and managing.

Mrs Bee (RPS) reported the main factor that affected her school, she said,

“The main thing is the shortage of finances. There are so many plans that we have long-term goals, but it's on hold at the moment because of the finances.”

Mrs Chapman (OMPS) explained the factors at her school that had affected leading in her school. She had this to say:

The number of educators and the infrastructure. Because I only have one educator for the whole foundation phase which is starting from Grade 1-3 then they cover all the curriculum from Grade 1 to Grade 3. Then the infrastructure we are using are the containers that are not good for the kids.

Mrs Jones (LPS) said,

“Poverty because you know the parents do not have much money, and then the kids don't have things like enough textbooks.”

Mrs Rose (IPS) expressed,

I think not being able to do some of the things on my own, I think that if I had older principals that were closer to me, they will be able to tell me, I had such a problem and I dealt with it this way.

She further discussed how a lack of knowledge about specific areas affected her. She said,

“Sometimes I just fumble thinking that I'm doing the right thing and yet I'm sinking deeper. That's why I think I need to attend more workshops on management and leadership skills.”

Similar to Mrs Rose's response, Mr Ben (XPS) said,

“I think you have to be knowledgeable about leadership at large the different styles of leadership how to combine them, and how to use a certain style in certain situations.”

In addition, Mr Ben also reported how the above-mentioned factor could affect leading in a school. He said,

“I think it would affect that negatively if they don't know, they will tend maybe to copy certain things they see.”

I thereafter probed and asked Mr Ben to explain his response above. His explanation followed,

There is a very popular soppo people used on TV where the leaders are very bossy, and they tend to be more effective because people are more afraid of them. If you don't know you will tend to copy things like that and admire those things and try to use those within your situation and they won't work, and you'll find that you get frustrations and a lot of conflicts.

Mrs Dube (SPS) said,

“The factor is that we are a non-viable school.

I probed and asked Mrs Dube to explain what a non-viable school was. She explained,

“non-viable schools are those schools with very few learners whereby the Department is in the process of closing them. The Department is in the process of closing the schools less than 50.”

She explained further that being a non-viable school can affect leading and managing in a school. She reported that the teachers were not happy with this because there was no security as to when they would move schools. She explained the following:

It affects us because you'll find that even if the teachers are not happy, they are going to leave for another place. We find that their minds are not settled because each and every term they always say we are going.

According to Christie et al. (2009), it is vital to get a good principal to lead and manage a school but it is also important to prepare novice principals so they can perform their duties effectively. Participants had a variety of factors that affected their leadership and management in their schools. This illustrates that novice principals were partially prepared to lead and manage effectively. This issue of the theme is related to one of the research questions in the dissertation, “What factors do novice school principals see as affecting their leading of schools?”.

Thereafter, I took the concept of being a local novice principal and asked participants how being a local novice principal in the community played a role in leading at their schools.

Mrs Bee (RPS) said,

“It's definitely a positive because you basically know more or less everybody else, even if you don't know them personally. So, it does make it a bit easier to reach out and ask advice.”

Similarly to Mrs Bee, Mrs Rose (IPS) said,

“It is not that difficult because cell phones make things much easier these days. We even form groups for chatting. It was easier for me to form relationships and get help.”

Both participants mentioned that they could reach out and ask for advice in areas where they may lack.

Mrs Chapman (OMPS) explained that she had to win over the community and gain their trust for a change to be made. She had to prove that she would lead the school as the previous principal. This was what she said:

My challenge was that the parents and the learners trusted the former principal so much that I had to gain their trust before anything could be done, that was the most difficult part.

Mrs Jones (LPS) explained that the people in the community knew her. Therefore, it was not difficult to lead the school because she knew what the community expected from her. She explained,

“It's advantageous to be from the local community. So that was more advantageous for me because the people that I work with I'm familiar with and they are people who are close to me.”

Mr Ben (XPS) discussed how he had been a local novice principal in his community assisted with the role of leading. He explained,

“I know the community very well. I know many of the other stakeholders that we work with quite well the neighbouring schools, business community, and municipality. So that was my biggest advantage. As well as the fact that I was already at the school for a long, I had done about 16 years already at the school, so I was familiar with the systems of the school and everything, the policies and everything that's happening with the school.”

Mrs Dube (SPS) expressed how being in a farm area assisted her with identifying learner struggles and effectively leading her school. This is what she said:

This is a farm school, there are very few children. You are easy to identify the problems of each and every learner unlike if the learners are more you cannot easily identify the learner.

Being a local novice principal can have a major impact on your leadership in the school, you are more likely to know the people in the community and effectively network with other experienced principals, however, there may also be disadvantages associated with it. Data revealed how being a local novice principal can have its advantages. It emerged that it was easier to ask for assistance as one knew the people in the community and their needs. In contrast, the disadvantages also included that one had to win the trust of the community that effective leading would take place. Thus, from above networking and knowing the systems of the school can play a pivotal role in leading and managing, however, trust must be earned first by the community that a goal will be achieved.

In the next part of the theme, I engaged with the size of their schools as the factor and linked it with leading the school. All participants were asked how the size of the school had played a role in their work as principals.

Mrs Bee (RPS) said this:

Thank God that it is a small school. I think because it was my first year, even though it's a small school, it has been difficult. If it was a bigger school, I think I wouldn't have really coped.

This was what Mrs Rose (IPS) said,

“My school is not big, leading it was as difficult as in a big school. I try my level best to be a very good leader, but there are everyday challenges as it's the case with all other jobs.”

Mrs Chapman (OMPS) explained how the size of the school affected her leadership. She said,

“As a new principal in a small school, it was so difficult because I was also there as a teacher, so I know how to handle things around.”

Mrs Jones (LPS) said,

“The size of the school didn't impact me that much. They didn't impact my leadership as I worked here. I've been working here before I got promoted.”

Similar to Mrs Jones, Mr Ben (XPS) explained,

“XPS for the first time 16 years before I became principal, I came here as a HOD, so I was familiar with the size of the staff, the size of the school, the different things that need to be done at that scale. So, I didn't have much of a problem with the size.”

Mrs Dube (SPS) spoke about how the size of the school affected her leading she had said this:

In this farm school, you will find that there are three teachers, one for grade R, me as a principal teaching Grades 1,2,3 all the learning areas, and the other teacher teaching Grades 4,5,6 all the learning areas, so it's unlikely those other schools there is a HOD, there is a deputy principal. So as a principal, I'm doing everything alone, supposed to visit classes, the subject meetings, the phase meetings. So, it is a very difficult situation.

Bredeson et al., (2011) found that superintendents indicate that the size of their district is the greatest contextual factor that impacts their leadership behaviours. When taken to a school level, some participants agreed that the size of the school did have an impact on their leadership and management while others illustrated that the size of the school was not an issue as they had been working in their school before they got a promotion. Furthermore, it also emerged that the size of the school was not an issue for some but the multiple duties that they needed to fulfil since they came from smaller schools. Thus, from the above, there was a mixed bag of responses regarding the size of the school linked with leading and managing.

4.3.3 Theme 3: Challenges novice principals encountered

This theme is about the challenges that novice principals face in their profession. Some of the challenges discussed below emerged in the preceding sections. The theme is divided into four sub-sections.

In the first challenge, I engaged in heavy workloads and strategies utilized to manage heavy workloads. According to my understanding, heavy workload is when the number of responsibilities one has exceeds what the individual can realistically do in their role.

The participants were asked to comment on their experience of their workload as novice principals. All participants responded to this question by stating that they had multiple roles and duties that they needed to fulfil as novice principals. Their responses only differed when more in-depth questions were asked about strategies that could be used to complete the multiple duties that they experienced.

Mrs Bee (RPS) said,

Sometimes you just feel like giving up because you genuinely just run out of time even though you have planned for the day, and you have a schedule to follow. Other things pop up and then you find that at the end of the day, you haven't even done what you've set out to plan.

In addition to Mrs Bee's experience with heavy workload, she expressed how she would manage her multiple duties. She said,

“I think with the experience and because some things you take longer to accomplish because you don't know it yet, but the longer you in it, I think it will get easier from there.”

Mrs Rose (IPS) explained the multiple duties that she had at her school as she was not only a novice principal but also a Grade Three educator. These two roles resulted in a heavy workload. She had the following to say:

There are days whereby I won't be able to do my office duties because I am teaching Grade 3 so, as a foundation phase teacher, you have to always be in front of your learners one minute is a lot for them they can beat each other or hurt each other, so sometimes I end up not doing my job.

Drawing from Mrs Rose's response, I further asked her how she attempted to get her work done as she had two roles to fulfil at her school, she explained,

We end up not doing all the duties that we're supposed to do on a daily basis because you have to be in class, and you end up doing your office work sometimes.

In other words, she mentioned that she had to take her office tasks to class to get them completed.

I further asked Mrs Rose how she would overcome the challenge she faced concerning the multiple duties that she experienced. She said,

“I don't think it's in my hands. I think that the government has to do something. It's a national thing.”

Based on the above response from Mrs Rose, I asked her what she meant by, “It's a national thing”. She shared her view,

“Our department doesn't want to employ, we've got a lot of graduates that are sitting at home, and they don't want to employ.”

Therefore, Mrs Rose did not have a solution to how she would deal with the situation that she experienced with multiple duties.

Mrs Chapman (OMPS) also expressed a similar experience to Mrs Rose. She said that she held multiple positions at her school. She said,

“It’s a heavy workload, on my side now I am a principal, I’m also an admin person, it’s me that is also using SA-SAMS, I’m also the class teacher and I’m also the coach.”

Referring to Mrs Chapman’s initial response, I further asked her if she could provide a strategy to assist multiple duties mentioned above and she suggested,

“If we can have more teachers and also have an admin officer that can help me with the admin.”

Mrs Jones (LPS) expounded that the location of her school added to the multiple duties that she faced because she had to schedule a time when she was available to go into town to get tasks done. She said,

“I experience a lot of heavy workloads because our school is situated in a place where there is no network. First of all I do a lot as I’m involved as an admin work. I’m also involved in teaching as well, so some of the work cannot be done on a laptop. I have to travel to town to get that work done where I can get access to a laptop.”

I further asked Mrs Jones how she dealt with the challenge. She said,

“I just encourage my staff to do their best, and also, I organize a schedule once a week to go to town and do the job.”

Mr Ben (XPS) commented on his situation concerning heavy workload. He said the following:

I used to do things myself much of the time. Sometimes I held back from delegating a lot of things to them because I felt that they would feel that now much of my own work is being shoved to them.

In addition, Mr Ben shared his view on a strategy that was utilised to create a balance. He said,

“I’ve become much more effective to organise things, and the delegation has helped me a lot because now it helps me with saving much of the time.”

Mrs Dube (SPS) expressed herself on the multiple roles that she had and how one area suffered because most of her time was given to another area as she was also an educator. This is what she said:

Most of the time you’ll find that in the office work, you are not always looking at the files or renewing the policies because most of the time always in the classroom.

Furthermore, Mrs Dube explained how she dealt with her multiple duties. She said,

“I just make sure that the office work I do during after working hours.”

From the above data, it emerged that all participants experienced heavy workloads. There were a variety of responses that occurred to the heavy workloads. Some explained that they had multiple duties. This is supported by Edwards (2016) as he states that novice principals must wear “a variety of hats” and constantly attempt to change their needs to satisfy the demands and requirements of others. In addition, the location of their school resulted in a heavy workload as one had to travel far distances to get their work completed, and a lack of delegation resulted in heavy workloads. Data also illustrated strategies that participants used to attempt to change their situation. This is aligned with the adaptive leadership by Heifetz and Linsky (2002) as the theory describes that it assists individuals in adapting to challenges and prepares them to take on the process of change. With the responses reported above, novice principals had found strategies to assist them with the heavy workload that they experienced.

In the second challenge, the main issue that was discussed was the negative feelings that novice principals experience. Negative feelings consist of any feelings that make an individual feel sad or miserable.

The participants were asked about the negative feelings that they may experience as novice principals.

Two participants expressed that they experienced feelings of failure.

Mrs Chapman (OMPS) said,

“Yes, I have negative feelings because you are afraid to be a failure.”

I further asked Mrs Chapman why she had feelings of failure. She explained,

“It's a lot of pressure carrying the whole school and staff. Because then you don't want to let anybody down and you don't want the school to run down.”

Furthermore, Mrs Bee (RPS) also expressed the same feeling she mentioned,

“I think I'm still overcoming. Because the negative feelings are still there, like sometimes you just feel like a failure, like you failed and it's hard.”

Three participants mentioned that they had experienced feelings of uncertainty.

Mrs Rose (IPS) had this to say:

“I haven't overcome them yet. I'm still taking it step by step. Because sometimes I feel like this is too much for me.”

In addition, Mrs Jones (LPS) stated,

“I can't say I've got negative feelings that I experience as a principal, except that. I always nurse fears that maybe the learner enrolment can decrease.”

Mr Ben (XPS) also agreed and he said the following,

“I used to have those feelings whereby I felt that I can't do certain things, and I knew even before I started out that I'm not that strong in certain areas.”

Mrs Dube (SPS) explained that she replaced any negative feelings that she may experience with positive feelings. She said,

“If you find that there is something that is not going well. The first thing I supposed to do is to be positive, entertain each and every situation, no matter how bad it is.”

Lochmiller (2014) states that novice principals experience extreme feelings of anxiety, isolation, and frustration when they acquaint themselves with the expectations of principals. None of the participants reported the exact feelings above, however, participants shared their views on feelings of uncertainty and fear which are directly related to anxiety. These feelings affected participants, and some felt incompetent. One participant expressed a different view, whereby any negative feeling experienced was replaced by positive feelings.

The next challenge discussed the feelings of novice principals concerning the previous principal's legacy. The previous principal's legacy is the gifts and abilities that the previous principal used in their school to make a difference in the lives of others.

Participants were asked how a previous principal's legacy made them feel as a novice principal.

Mrs Bee (RPS) explained,

“It doesn't really affect me. I like to take positives from everybody that have been in this role before. Everyone is different in character, so we will all lead differently.”

Based on the above response, I asked Mrs Bee to comment on the previous principal's legacy in her school. She shared her experience:

In the space of five years, I think there's been 3 different principals. I like to always take positives from everybody and learn from everyone because of their experience in it, So I don't feel bad about a legacy.

Mrs Jones (LPS) had a similar response to Mrs Bee. She had this to say:

It never affected me that much because since I was in the same school, most of the things that the way the previous manager managed the school, I was familiar with.

Mrs Rose (IPS) had a different type of feeling compared to Mrs Jones and Mrs Bee. She expressed,

"It's quite disturbing because nobody likes to be compared. Nobody likes that."

In addition to Mrs Rose, Mrs Dube (SPS) experienced a similar feeling, she said,

"You are affected because you end up undermining your leadership, saying that maybe I'm not doing right."

Mrs Chapman (OMPS) expressed how she felt about the previous principal's legacy. She reported how the previous principal's legacy affected her and the development of the school. She said,

"It affects us because you want to introduce new things for the development of the school and then there are those that are just pulling you down knowing if you do this."

Mr Ben (XPS) shared his view,

"I felt that I was not respected here because all these things that I wanted to introduce where people didn't take kindly to certain things."

With regards to previous principals' legacies, the literature states that a previous principal's legacy does affect a novice principal (see Chapter 2, Sections 2.10.3). When a new principal enters a school, staff may have a fear of change. The reluctance to change may also affect a novice principal's feelings as they may feel like they are not good enough in the position. Some experience being compared to their previous principals which even impacted their development. While others highlighted the positives from the previous principals' legacy and used it in their current position. All the responses mentioned above illustrate that a previous principal's legacy does influence a new principal coming into a new environment. These effects can be positive or negative depending on how the novice principal views this.

In the fourth challenge, I engaged in the experience of adjustment for novice principals in their new roles. When new principals enter a school, they must be able to “walk the talk”, therefore, principals need to be aware of their leadership style and adjust accordingly.

Participants were asked about the experience of adjustment to their position as a novice principal.

Mrs Bee (RPS) reported that she had no option, but she had to adjust to the position and there were certain areas in her personal life that she needed to adjust. She said,

“I think it was more of a force to adjust, but definitely extra time you have to give up a lot. I gave up holidays, I had to be here early, I leave late, so, the more time you put into it, it gets a little bit better.”

In contrast, Mrs Rose (IPS) expounded that she was still in the adjustment process as she played multiple roles in her school. She explained,

“I haven’t adjusted yet. I’m still trying. Sometimes I forget that I am a principal because I’m very busy with my Grade 3 class. I consider myself as a teacher more than a principal.”

Mrs Chapman (OMPS) expressed how planning assisted her in the adjustment process. She said,

“One of the things that I did was knowing that I had to do this, I must have a plan of what I have to do and how I am going to do it.”

Mrs Dube (SPS) explained how she knew what was expected of the position and how this played a role in the adjustment process. She explained,

“It is compulsory to be adjusted to the position because you apply for it and when you apply, you promise that you will take anything, and I will be able to make sure that I lead with success.”

Mr Ben (XPS) argued how working closely with the previous principal as a deputy principal impacted his adjustment as a novice principal. He said the following:

I was close to the principal. I used to be his deputy. So, I already was familiar with certain administrative tasks that should be done by the principal.

Mrs Jones (LPS) shared a similar view to Mr Ben that support and guidance from experienced principals assisted her with the adjustment process. She said,

“I think the support I got from the experienced principals because sometimes I would ask for help for guidance. It helped me a lot towards adjusting to the position.”

Eller (2010) states that the role of the principal requires a high level of complexity that can make it extremely difficult for novice principals to successfully adjust to their jobs. Some expressed that the adjustment process was a struggle with the huge demands of the profession. Others agreed with the above, however, they opted to use planning and working with other experienced principals to assist with the adjustment process. One participant had a different view in which she was prepared for the position beforehand, thus she just replaced any difficulties with positive thoughts making sure she achieved her goal.

4.3.4 Theme 4: Support and training for novice principals

Under this theme, I engaged with the support and training that was offered to novice principals in their journey. According to my understanding support and training are intertwined elements that assist an individual with enhancing their skills, bringing growth, and fostering a growth mindset. Participants were asked what training they received as new principals.

Mrs Bee (RPS) claimed that she received support from principals around the area and this had been a positive for her. She had the following to say:

So, the support so far does help to speak to other principals that I think are being positive. It's been useful because they are experienced, and they know more or less how to deal with situations. They can already see maybe things that will be coming your way, and they can warn you about it as well.

Even though Mrs Bee argued that she received support from the principals in the area, she mentioned that she would have to call them. They would not phone and check up on her if she needed any assistance. She said,

“But the principals from this side, you have to call it if you're stuck here.”

Mrs Rose (IPS) had a similar view, she also explained that she got her support from principals around the area, the circuit manager, and workshops. This is what she said:

I get a lot of support from my circuit manager. He always has a listening ear and visits the school as often as he can. All the principals from other schools also help when I am stuck, I always consult them for advice. I also go for workshops and trainings that are led by facilitators from the district office and the Worker Union.

She also pointed out that even though she received a large amount of support, She said,

“It will never be enough because you learn every day and working with people with different attitudes.”

In contrast, Mrs Chapman (OMPS) expressed how unlucky she was when she was appointed as principal because she did not attend an induction workshop due to Covid-19. She said,

“I was unlucky because I got the position when there was a time of Covid 19 in 2022. We didn't even have the orientation workshop for the new principals.”

She further pointed out that she had support from the circuit manager and workshops which assisted her in her journey as a novice principal. She explained,

The circuit manager always comes to the school and checks everything if it is done in a good way and sees the problems of the school and the school's functionality and also, there are workshops that are conducted by the district that help you to be motivated.

Mr Ben (XPS) had a similar experience to Mrs Chapman, he was appointed as principal just before Covid-19, however, he did have support from other principals through WhatsApp groups. This is what he said:

I got to be principal when at a time just before COVID started and then there was this, which was already the WhatsApp group of principals around. So that helped me a lot.

Mr Ben also pointed out that the circuit manager played a major part in the support he offered. He said,

The involvement of the circuit manager is very much useful whenever you need anything you are able to make an appointment and talk to him whenever he comes, he used to come and give us some support of all kinds, curriculum management, human resource management, asset management, all sorts of things.

Similarly, to Mr Ben, Mrs Dube (SPS) expressed that the circuit manager played a pivotal role in supporting her. She said,

“Every time I phoned the circuit manager all the time, he is always coming to school to check if something is going on. But if maybe there is an urgent thing that I want to talk to him. I just phone him or I just WhatsApp him and respond”.

Mrs Jones (LPS) also said that she got her support from the circuit manager. She said,

“I did get a lot of support from the circuit manager and that support has been very useful, as it assisted me with gaps that I face.”

Goddard (2004) revealed that principals could not develop their leadership capabilities on their own, but they required preparation and training that would assist them in developing into strong leaders. All participants above received some kind of training or support that assisted them in their leadership journey. Some attended workshops while others received support from their circuit managers or experienced principals from the information above, we can see that some participants received mentoring as a form of training while others received coaching.

4.3.5 Theme 5: Participants Expectations and Most Valuable Experience

Under this theme, I seek to present and discuss the expectations of novice principals and opinions and their most valuable experience.

Participants were asked their opinions about their expectations as novice principals. Participants had a variety of expectations.

Mrs Chapman from (OMPS) reported that she thought her journey as a novice principal was going to be easy. This is what she said:

“I was expecting that everything would go smoothly and be easy. We have to go out of your way to get things done and remember that you are accountable for everything that is happening.”

She then gave an example. She said the following:

Let's take, for example, classrooms which are the containers. Containers are so dangerous because when it is cold it is freezing and when it is hot it is very hot and then when the official from the department comes to school and check how are the things happening if they find that a child has fainted in your class because it is hot today, but

you can't go outside and do what you suppose to do. So now the person that is in trouble is the principal he must know why the child was kept in this kind of environment.

Similar to Mrs Chapman, Mrs Rose (IPS) discussed that she thought this was going to be an easy job for her to tackle. She said,

"I expected that principalship would be a bed of roses. I really thought that it would be an easier job for me to tackle, but when I got it, I noticed that it was too much for me."

Mrs Dube (SPS) expressed how she thought things would be easier. She further expressed how things were different when she was an educator compared to when she was a novice principal. She said the following:

I thought that things would be easy but I found that it is better to be in the class because I'm just dealing with the class now it's hard because it's a lot to do you are there in the class, you there in the administration, you're supposed to submit some things in the circuit or the district and attend a lot of principals workshop so it is a lot of work.

In addition, Mrs Jones (LPS) claimed that she thought the workload was going to be much easier, and if she had improved the results the Department would improve the infrastructure. She said the following:

My expectation was that the workload was going to be eased, and I expected that if there were good results, maybe the department might even get more infrastructure because a lot of kids are coming to our school because of the good results that we are producing.

Mrs Bee (RPS) had a different expectation compared to the other participants. She discussed that she had known this was going to be a difficult journey she had just wanted to assist and bring a change to the school. She said the following:

My expectations initially were that I knew that it was going to be a difficult journey and definitely it was. So, I didn't come with the mentality that I'm just wanted to come and change the school and do this and do that. I just wanted to come and help and assist and do my best.

Mr Ben (XPS) expressed how he expected a lot of training as a new principal. He said,

“I expected a lot of training actually. The previous principal used to go to much more training about different aspects of management as a principal, but now since I took over, I don't see that much training. That was my biggest expectation.”

Spillane and Lee (2014) discovered that new principals experience ‘ultimate responsibility shock’. Furthermore, they have found that principals experience this shock whether they shift from being a classroom teacher to a principal or even if they held other school administrative positions before becoming a principal. Some explained that they had thought that the journey of principalship was going to be much easier than they had expected. In addition, one participant expected that there would be more training as he had seen his previous principal attending many workshops and training. In contrast, another participant had a different expectation she stated that she had known it was going to be a difficult journey as she just wanted to make a change in her school. The above response illustrates that participants had a lot of expectations when they came into the profession of principalship, it seems as though some participants thought the journey was going to be easy and there would be increased training, however, this was not achieved resulting in “ultimate responsibility shock”.

In the second part of the theme, I engaged in the most valuable experience as a novice principal. A valuable experience is an episode that stands out from other events in one's life. It is an event that has an impact on one's life experience.

Participants were asked what was the most valuable experience that they had as a novice principal.

Mrs Chapman (OMPS) expressed,

“Now I am a bit confident about myself another thing is teamwork and networking with other principals.”

In addition, Mrs Rose (IPS) explained her most valuable experience. This is what she had to say:

Being able to lead and manage the school, including the parents they give me more respect. They look up to me because they know that one day their community is going to be better because of me. They know that I want the best for them, so I hope I won't let them down.

Mrs Bee (RPS) reported that she was able to see what she was capable of. She had said the following:

I think it's more of myself learning more about myself and my capabilities and also my faults and the things that are lacking. You know we are never perfect. But we do strive to be better people.

Mrs Dube (SPS) discussed that her most valuable experience was knowing the culture of the school as this will assist her to lead more effectively. She said,

“You are supposed to know its own culture so you are supposed to first understand the culture of the school to make sure that you will lead in a proper way because if you are not learning about the traditions and their initiatives, you will not lead with success.”

In addition, Mrs Jones (LPS) reported how working with different stakeholders was a valuable experience. She said the following:

Working with a different stakeholder. When I was still a teacher those things were done by the principal. Now this made me value other people's ideas and other people's opinions.

Mrs Ben (XPS) discussed a variety of valuable experiences. He expressed,

“I found that things like listening more to people, things like being more emotionally intelligent with the people, sometimes you get to be rigid about certain things, only to find that it hurts people's feelings to an extent that they don't cooperate properly with you.”

According to Beatty and Manning-Ouellette (2022), it is stated that experiences may be one of the most powerful ways to promote leadership identity development. From the data, it emerged there were a variety of valuable experiences; some novice principals grew personally in which they were more confident about themselves, some realised their capabilities, while others listened to other people's views and opinions. In addition, one of the novice principals reported how parents trusted her to make a change in the community and another participant explained how knowing the culture of the school assisted in leading more effectively. Thus, the above response shows that the valuable experiences played a role in novice principals' lives personally, in the community, and in leading.

4.4 Summary of emerging issues

Participants partially understood their roles and responsibilities as principals according to the South African Standard for Principalship. This finding spoke directly to sub-research question 1.1 as it had shown that novice principals had some perception of their roles. Concerning leading teaching and learning in schools, some participants focused on leading teaching while others focused on both teaching and learning. Participants who focused on both teaching and learning had a leadership position before being appointed as principals. Thus, they had some experience, and it was much easier to have a balance. With regard to policy formulation participants were classified into two groups namely implementors and developers. Some of the participants used provincial and national policies as a guide and developed policies according to their school while others used the provincial and national policies as it was. From the data above, none of the participants conducted professional development workshops for their staff, however, they encouraged their staff to attend workshops offered by experts, this illustrated that participants were not experienced enough to conduct workshops for their staff. Participants were classed as effective and ineffective communicators. Participants who were ineffective communicators used one form of communication that needed improvement.

All participants reported on factors that affected the leading of their schools. Each participant had their own factor depending on their respective schools. These factors included a lack of finances, job insecurity, and a lack of educators and infrastructure. Two participants had a similar response whereby they discussed that they had a lack of knowledge of leadership and management which affected the way they led. Data revealed that being a local novice principal had a positive impact on an individual's leadership as participants reported that they got support from principals around the community, however, one participant claimed that she had to win the trust of the community that she would effectively lead in her school. Concerning the size of the school data showed a variety of issues; some of which were that the size of the school had an impact on their leading, the size of the school was not the issue but the multiple duties affected the leading and one participant reported that the size of the school did not impact her leading as she had been working in that school before she got the promotion. These findings could be directed to sub-research question 1.3. as it illustrated the different factors that novice principals experience that affect leading.

The data presented illustrated that all novice principals experience some type of challenge during their journey be it heavy work loads, negative feelings towards their journey, the

previous principal's legacy, and the adjustment as a novice principal. Data revealed that multiple duties, the location of the school and not delegating contributed to heavy workloads. Concerning negative feelings, participants had feelings of uncertainty and failure when they were appointed to the position. However, one participant reported that she had replaced all negative feelings with positive feelings. This illustrated that an individual can either have negative or positive feelings depending on how the individual is. Concerning the previous principals' legacy, data disclosed that some participants did not like being compared to other principals which led them to feel undermined while others took the legacy of the previous principal and improved their leadership. Data had shown that the adjustment process had been a challenge for most of the participants. Planning and assistance from an experienced principal assisted participants with this process. However, one participant claimed that she already knew what the position entailed, and she replaced the situation with positive thoughts to reach her goal.

Participants had a similar opinion concerning support and training. Each participant had a mentor such as the circuit manager, principals around the community, and previous principals who enhanced the skills that they had been lacking. The data showed that training and support can play a significant role in a novice principal's journey as participants expressed how this had assisted them.

Most participants expected that the novice principals' experience was going to be a smooth sailing journey, however, when novice principals experienced the journey first hand, it differed from what they had expected. Data revealed that the participants thought the journey was going to be easier with less workload and one participant thought that he would have more training. Data also showed another side whereby one participant claimed that they knew what to expect and that she only wanted to make a change in her school. In addition, participants shared their most valuable experiences. This finding speaks directly to sub-research question 1.4. Data showed that their most valuable experience assisted them to grow personally, improve their leadership by been open to listening to others, and have support from the community. From these experiences, aspiring principals can learn from the advice that was given and take it as a learning curve and improve the standard of leading and managing.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, data were presented and discussed. In this chapter I summarise, draw conclusions, and make recommendations emanating from the study.

5.2 Summary of the study

The study investigated the leadership journey of novice principals in selected primary schools in the Harry Gwala District. This study was motivated to educate desired principals on some challenges that they are likely to encounter, and it would also assist future principals to relate to the experiences.

In Chapter One, I presented the research problem and the setting. In this chapter, I argued that South African novice school principals experienced a variety of challenges, and each individual had a different kind of experience from those challenges which crafts their journey. One of the major concerns regarding South African novice school principals is a lack of training. Many think that they are ready for the position, however, they are often unable to cope with the position, resulting in feelings of uncertainty and frustration. (Bush et al., 2011).

Chapter Two consisted of two parts which encompassed the literature review and the theoretical framework. The main idea of leadership is to influence and support (Bush, 2009) and management is known to accomplish and achieve day to day goals. Furthermore, I reviewed the interconnection between leadership and management whereby principals must have a vision of influence and should be skilful enough to meet organisational objectives. I further explained the roles of South African principals according to the South African Standard for principalship. These roles involved the principal as a leader for teaching and learning and shaping the direction and development of the school, working with the community, and a manager of staff and extramural activities. A variety of scholars discuss factors that motivate individuals into the position of principalship, including individuals looking for new horizons, peer encouragement, inspiration from their previous principal, and seeking to make a difference for students as a principal instead of an educator. Literature also indicated three phases that novice principals are expected to experience when job transition takes place. These phases included

professional socialisation, organisational socialisation, and occupational identity. If all three phases are reached, novice principals would find their job transition much less challenging. I also exposed the challenges that novice principals often face in their journey, including heavy workload, negative feelings towards their journey, the previous principal legacy, and the adjustment process towards their journey. Along with the challenges, I also reviewed survival strategies that may assist novice principals, including induction programmes, networking, mentoring, and coaching. The theoretical framework underpinning this study is Karl Weick's (1995) Sensemaking Theory and Ronald Heifetz's (1994) Adaptive Leadership Theory. The sensemaking theory is suitable for the study as novice principals can make sense of their leadership journey and the different situations they have to experience. Furthermore, the adaptive leadership theory was relevant to the study as it helped individuals to adapt and thrive in challenges and prepared them to take on the process of life.

In Chapter Three I discussed the study's research design and methodology. The study adopted the interpretive paradigm because it included the involvement of participants in their own context. Furthermore, I used the qualitative multiple case study design as it allowed drawing from participants who shared common characteristics but differed in contextual aspects. Purposive sampling was used as it enabled me to involve participants that would have the similar characteristics that needed to be pursued.

In Chapter Four, data was presented and discussed. The chapter consists of themes that emerged from data analysis. The themes were as follows: novice principals' perception of their roles, challenges novice principals encountered, factors affecting leadership and management, support and training for novice principals and novice principals' expectations, and most valuable experience. The results from the study revealed the following:

The first finding speaks directly to sub-research question 1.1 of the study. Novice principals in the study had different perceptions of their roles. Some focused more on leading teaching rather than learning. In contrast, others focused on both teaching and learning, those were the novice principals that had prior experience in another leadership role making it easier for them to find that balance. Concerning policy formation some novice principals came across as implementers whereas others policy developers. Participants who came across as mere policy implementers tended to lack adaptive abilities as they used provincial and national policies as they were. There were vast responses regarding professional development programmes, some participants understood their dual role of being a principal and improving

their staff skills while others were unable to cope with both. There was also a variety of views concerning communication between home and school. Some had achieved this better than others.

Factors that affected principals' leadership and management include availability of finances, lack of appropriate knowledge, lack of job security, and lack of adequate educators and infrastructure. Furthermore, findings showed how being a local novice principal played a positive impact on their leadership in their schools. In addition, findings also showed how a novice principal had to win the trust of the community that she was going to lead effectively because the community had so much trust in the former principal. Regarding the size of the school and leadership, findings showed that in some cases the size of a school did have an impact on the quality of leadership. The bigger a school was, the greater the responsibilities. In others, it was not the school size that restricted their leadership but the multiple duties they performed. It appears that the number of years of experience and promotion from a teacher to principalship could have been a factor that affected the quality of one's leadership.

Findings revealed that the novice principals faced a variety of challenges in their journey. One is heavy workload. This directly speaks to the adaptive leadership theory as novice principals found strategies on how they dealt with problems and adapted to the challenges. However, it can be questioned that if novice principals had strategies, why they continued not to adequately cope. The second challenge was negative feelings towards their journey. Findings showed that some participants experienced feelings of uncertainty and failure. However, in contrast, one participant reported that she replaced positive feelings with any negative feelings that she may experience. Findings showed that novice principals had different views on the previous principals' legacy, with some not liking to be compared while others took the positives out of it and used it in their journey to improve themselves. This illustrated that the previous principal's legacy can be viewed as negative or positive depending on how the individual sees it. The adjustment process was a challenge for novice principals as the profession required huge demands, however, findings revealed that planning and working with other experienced principals assisted in the adjustment process. This is connected to the Sense-Making Theory (Weick, 1995) which consists of seven aspects, the second is known as social activity. The above fits this theory as novice principals worked with experienced principals and ideas were shared.

All participants in the study required some kind of support or continuous training to assist them in their new journey as novice principals. They received some support from circuit managers and experienced principals through training from attending workshops.

The novice principals' expectations tended to differ from their reality in that this resonates with what Spillane and Lee (2014) claim that new principals experience “ultimate responsibility shock”. Novice principals received this shock irrespective of what position they held previously. This made them to require continued support and training. Even though they experienced shock, a positive did emerge, that such experience was valuable to them. Findings revealed that these valuable experiences made novice principals grow personally, respect others’ opinions, make a change in the community, and be more knowledgeable about leading effectively.

5.3 Conclusions

Based on the findings above, it can be concluded that novice principals in this study were still in the learning phases regarding their perception of their roles. Regarding teaching and learning, those novice principals that did not hold a previous leadership role found it difficult to find a balance between leading teaching and learning. Secondly, findings that revealed participants as implementers showed a lack of knowledge in policy formulation as these novice principals did not develop their own policies using the provincial or national policy as a guide. Thirdly, I can conclude that novice principals in the study were not at the point to conduct workshops and educate their staff on concepts that they needed assistance with. Lastly, communication between home and school was still developing for some novice principals, as some reported that they could be more successful in this area.

Another conclusion that could be drawn from the findings is that each novice principal had their own factors that affected their leadership and management. In addition, being a local novice principal had a positive impact on leading as it assisted with networking and asking for advice from other experienced principals around the community. Regarding the size of the school and leading, there was a variety of conclusions that emerged, firstly the size of the school did have an impact on leadership quality, secondly experience and promotion from teacher to principal played a role in leadership quality and thirdly novice principals reported that it was not the size of the school that affected their leading but the multiple duties, however it can be

concluded that there is a connection between multiple duties and size of the school affecting leading.

I can conclude that each novice principal who participated in the study had experienced one of the four challenges mentioned in the study. This illustrated that no matter how many years of experience in the educational field, a novice principal will experience challenges when job transition takes place.

All novice principals in this study required support and training. This shows that novice principals were still in their learning phases and needed assistance in certain areas that they lacked. Thus, it can be concluded that years of experience in the educational field does not play a major role in principalship because areas are constantly updated in education.

The last conclusion that could be detected was that novice principals did not conduct in-depth research on the principalship position, or they did not know what was expected of them beforehand which was the reason why there was such a huge shift between their expectations and reality.

5.4 Recommendations

Taking into consideration what emerged from this study, the following recommendations may assist regarding the challenges that novice principals experience. From the outcome of the findings, I would like to make the following recommendations:

- There is need for workshops for novice principals on their specific roles according to the South African Standard for Principalship, so they can have a more in-depth perception of their roles.
- Principals entering the position should attend a leadership and management academic programme which would assist them to have a better understanding of the roles and responsibilities of a principal.
- Continuous training should be conducted to keep novice principals updated with all aspects of education and eliminate challenges that they may experience.
- Department officials should have workshops for aspiring principals to inform them more about the job responsibilities.
- Further research- Strategies to assist struggling novice principals.

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APPENDIX A: Ethical Clearance



05 October 2023

Amritha Kannayalal (221099692)
School Of Education
Edgewood Campus

Dear A Kannayalal,

Protocol reference number: HSSREC/00006085/2023

Project title: Exploring the leadership journey as a novice principal. A multiple case study of six primary school principals in the Harry Gwala District.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 30 August 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

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

This approval is valid until 05 October 2024.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

APPENDIX B: Permission letter from KZN Doe



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Mrs B.T. Ntuli

Ref.:2/4/8/7448


Ms Amritha Kannayalal
P.O. Box 10902
PORT SHEPSTONE
4240

Dear Ms Kannayalal

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “**EXPLORING THE LEADERSHIP AND MANAGEMENT JOURNEY AS A NOVICE PRINCIPAL. A MULTIPLE CASE STUDY OF SIX PRIMARY SCHOOL PRINCIPALS IN THE HARRY GWALA DISTRICT.**”, in the KwaZulu-Natal Department of Education institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from **28th March 2023 to 31st December 2025**.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Mr GN Ngcobo
Head of Department: Education
Date: 28th March 2023

GROWING KWAZULU-NATAL TOGETHER

APPENDIX C: Gatekeepers permission letter

PERMISSION LETTER TO SCHOOL GOVERNING BODY (SGB)

22 Dower Street
Kokstad 4700 KwaZulu- Natal
South Africa
Date

The School Governing Body Chairperson

School: _____

54 St Johns Street

Kokstad

4700

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT A STUDY

My name is Amritha Kannayalal, and I am currently studying for a Master's Degree in Educational Leadership, Management and Policy at the University of KwaZulu-Natal, Edgewood Campus. In order to conduct this degree, I need to conduct a research project. My research topic is: **Exploring the leadership journey as a novice principal. A multiple case study of six Primary School Principals in The Harry Gwala District.**

The purpose of this research is to explore and understand the different leadership and management journeys and experiences of novice principals in six different primary schools. Through these experiences, challenges, strategies and lived stories will be told.

I, therefore, hereby, request the use of the school principal of this school as a participant in this study. If I gain informed consent from the participant, I will use the data generated in ways that respect their dignity and privacy. Copies of their contributions will be securely stored and disposed of if no longer required for research purpose. They will be informed that they have no binding commitment to the study and may withdraw their consent; they will not be prejudiced in any way.

There are no direct benefits to participants for participating in this study. However, I hope that this study will make a significant contribution to the Department of Basic Education (DBE) concerning support and development programmes on how they can improve their teachings to support novice principals. Furthermore, this study may assist other novice principals as they may relate to the experiences of the participants.

I hereby request a letter of permission from you to conduct this research using the principal from this school. I have already sought and am awaiting the necessary permission from the Research Office of the KwaZulu-Natal Department of Basic Education to conduct this research.

I hope that my request will be positively accepted.

If you need further information about the study, you can contact me on cell: [REDACTED] or email: amrithakannayalal@gmail.com. You may also contact my supervisor Prof V. Chikoko on 031 260 2639 or Chikokov@ukzn.ac.za.

Yours sincerely

Ms A. Kannayalal

[REDACTED]

PERMISSION TO CONDUCT RESEARCH

I, _____ part of the School
Governing Body of _____ Primary School, hereby grant/ do not
grant permission to Miss Amritha Kannayalal to conduct the study entitled: **Exploring the
leadership journey as a novice principal. A multiple case study of six Primary School
Principals in The Harry Gwala District.**

I hereby confirm that I understand the nature of the research project, and I consent to this
school participating in the research project.

Signature: _____

Date: _____

Stamp:



APPENDIX D: Participants consent letter

CONSENT LETTER TO PARTICIPANTS (SCHOOL PRINCIPALS)

22 Dower Street

Kokstad

4700

KwaZulu- Natal

South Africa

Date

Dear Prospective Participant

REQUEST TO PARTICIPATE IN A STUDY

My name is Amritha Kannayalal, and I am currently studying for a Master's Degree in Educational Leadership, Management and Policy at the University of KwaZulu-Natal, Edgewood. As a requirement for this degree, I need to conduct a research project. My research topic is: **Exploring the leadership journey as a novice principal. A multiple case study of six Primary School Principals in the Harry Gwala District.**

The purpose of this research is to explore and understand the different leadership and management journeys and experiences of novice principals in six different primary schools. Through these experiences, challenges, strategies and lived stories will be told.

I request you to be a participant in this study. I will greatly appreciate it if you permit me to interview you on your experiences as a novice principal. The interview will be conducted for a period of approximately 60 minutes on a day and venue appropriate to you. Where necessary, with your permission, a follow-up interview may be conducted to seek further information. I request your consent to tape record the interview.

Your identity and that of your school will be treated with the strictest confidentiality. The results from this study will only be used for academic purposes only. Please be assured that the highest standard of professional and ethical behaviour will be followed at all times. Your participation in this study is voluntary and you are freed to withdraw from the research project at any given time if you feel your position is compromised.

There are no monetary benefits for participating in the study. However, I believe the study will bring out useful knowledge regarding your leadership journey as a school novice

principal, the challenges experienced and leadership development programmes that can be utilised.

If you need further information about the study, you can contact me on cell: [REDACTED] or email: amrithakannayalal@gmail.com. You may also contact my supervisor Prof V. Chikoko on 031 260 2639 or Chikokov@ukzn.ac.za.

You may also contact the university's Human and Social Sciences Research Ethics Committee on: hssrec@ukzn.ac.za

If you are willing to participate in this study, please complete the declaration form below.

Yours sincerely

Ms A. Kannayalal

[REDACTED]

Declaration

I..... (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: Exploring the leadership journey as a novice principal. A multiple case study of six Primary School Principals in the Harry Gwala District.

By Miss Amritha Kannayalal

I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I am at liberty to withdraw from research at any time should I so desire.

I agree / do not agree for the use of an audio recording device, photographs and my personal reflective journal entries for the purposes of this study.

Signature of Participant

Date

Thanking you in advance,

Miss Amritha Kannayalal

APPENDIX E: Interview Schedule

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

Section A: Background Information

1. Are you a local novice principal? How has this affected networking with others in the community?
2. How has the size of the school impacted your leadership role as a novice principal?
3. When did you start at your current school and what made you apply for the position of principalship?
4. What positions did you hold previously and how have these positions shaped you into the principal you are today?
5. What support do you receive as a novice principal in a fairly new environment and how useful has it been to you?

Section B: Participant's Experiences

6. According to the South African Standard for Principals, there are eight key roles for principals. What have been your experiences in leading each of the following:
 - Leading teaching and learning in a school
 - Shaping the direction and development of the school
 - Managing the Quality of Teaching and Learning and securing accountability
 - Developing and empowering staff and others
 - Managing the school as an organisation
 - Working with and for the community
 - Managing staff in the school
 - Managing extramural activities

7. What hardships do you face as a novice principal?

The next four points are common challenges/hardships in research. Participants will be probed on their experiences.

- Heavy workloads: Comment on your own situation
- Negative feelings towards their journey: Research states that novice principals experience negative feelings, how did you overcome this?
- Previous principal's legacy: Many novices principals struggle with this, can you speak to this issue?
- Adjustment as a novice principal: Comment on how you adjusted to the position.

8. With regards to support that you have received, which areas do you think you needed the most support in and why?

Section C: Participant's Expectations

9. What are your expectations as a new principal?

Section D: Participant's Views

10. In your opinion, what factors affect the leading in your school?

11. Since you are a novice principal, what is your opinion about providing training to principals on school leadership and management?

12. What are the most valuable learning experiences you have had as a novice principal?

APPENDIX F: Turnitin Report

Draft 06.docx

ORIGINALITY REPORT

10%	8%	1%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	2%
2	researchspace.ukzn.ac.za Internet Source	1%
3	hdl.handle.net Internet Source	1%
4	www.scielo.org.za Internet Source	1%
5	repository.up.ac.za Internet Source	1%
6	www.researchgate.net Internet Source	1%
7	ceoworld.biz Internet Source	<1%
8	journalofleadershiped.org Internet Source	<1%
9	scholar.sun.ac.za Internet Source	<1%

APPENDIX G: Language Editor's Certificate

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
[REDACTED]
Fax 031 - 7110458
E-mail:
dr1govender@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

22 NOVEMBER 2024

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

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

Exploring the leadership journey as a novice principal: A multiple case study of six Primary School Principals in the Harry Gwala District by
AMRITHA KANNAYALAL, student no. 221099692.

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 Ed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D. Admin.(2003)